

# THE SCHOOL JOURNAL.

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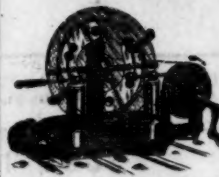
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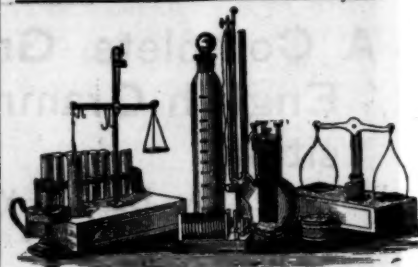
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### CONTENTS.

#### EDITORIAL.

Poem—Post-Graduate Courses—Size of Our Country—  
Thoroughness—Successful Work. 3  
The Colored Man. 4  
Progress in Pennsylvania. 4  
Department of Superintendence. 5  
Mr. Williamson's Gift. 5

#### EDITORIAL NOTES.

##### CONTRIBUTED ARTICLES.

Dr. Dittes on School Savings Banks. By Wm. J. Eckoff. 5

##### PRINCIPAL EVENTS OF 1888.

##### THE SCHOOL-ROOM.

Civics in Our Public Schools. By Supt. F. B. Gault,  
Tacoma, W. T. 8  
Industrial Education. By J. D. W. 8  
Easy Experiments in Chemistry 8  
Faculty-Culture by Drawing. By Frank Aborn, Cleve-  
land, O. 8  
Things of To-Day. 9  
Fact and Rumor. 9  
Thirty-fifth Annual Meeting of the New Jersey State  
Teachers' Association. 9  
Associated Principals of the State of New York. 10  
The Eastern Ohio Teachers' Association. 11

##### EDUCATIONAL NOTES.

New York City. 11  
Brooklyn. 11  
Letters. 11  
Answers. 11

##### BOOK DEPARTMENT.

New Books. 12  
Reports. 12  
Literary Notes. 12  
Announcements. 12  
Books Received. 12  
Magazines. 12

Sweet friend, when thou and I are gone  
Beyond earth's weary labor,  
When small shall be our need of grace  
From comrade or from neighbor;  
Passed all the strife, the toil, the care,  
And done with all the sighing,  
What tender ruth shall we have gained,  
Alas! by simply dying?

Then lips too chary of their praise  
Will tell our merits over,  
And eyes too swift our faults to see  
Shall no defect discover;  
Then, hands that would not lift a stone  
Where stones were thick to cumber  
Our steep hill path, will scatter flowers  
Above our pillowed slumber.

Sweet friend, perchance both thou and I,  
Ere love is past forgiving,  
Should take the earnest lesson home—  
Be patient with the living.  
To-day's repressed rebuke may save  
Our blinding tears to-morrow;  
Then patience—e'en when keenest edge  
May whet a nameless sorrow.

'Tis easy to be gentle when  
Death's silence shames our clamor,

And easy to discern the best  
Through memory's mystic glamour;  
But wise it were for thee and me,  
Ere love is past forgiving,  
To take the tender lesson home—  
Be patient with the living.

—From the *Christian Advocate*.

THOUSANDS of teachers are saying: "If I only had known when at school what I now know, how much more profitably could I have spent my time." The wear and tear of life show the places in us that need strengthening. Since there is no college in this country where teachers can study the higher departments of their work there should be established at once a post-graduate pedagogical school, granting degrees, where advanced teachers could study the higher branches connected with their calling. This would include a thorough study of the history of education, educational psychology, methodology, systems of instruction, state educational laws, criticism of theories, and personal suggestions. If such a school were founded in connection with some university, there would be many who would turn aside for a year or two, for the purpose of perfecting themselves in the science of pedagogics.

IT is well, once in a while, to stop and think how big America is, for it gives us an idea of what room is to be filled, and what work remains to be done by future generations of teachers. Leaving out Alaska, most of our country lies west of the Mississippi. The great West, concerning which we hear so much, is not within a thousand miles of Chicago. All that region belongs to the Central states. The time was when Ohio was a Western state, but that time has long past. California has a hundred million acres of the best land on earth. This state alone is able to contain a vast population, and produce enough grain, oil, wine, raisins, peaches, apricots, oranges, figs, and lemons, to supply the whole world. New York could be three times contained in California, and have room enough to spare for New Jersey and Delaware. Put upon California the state of New York, and every New England state, and then add Pennsylvania, and only a bare edge would hang over the Pacific. Kentucky, Louisiana, Mississippi and Massachusetts, if made into convenient shapes, could be stowed away in Montana, and not jostle each other. Dakota could admit within its borders nine out of the thirteen original states.

This is bigness. Now what shall the greatness be? This depends upon what the teachers shall be. Of course the parents will have great influence, but we honestly believe that forces going out of the school-rooms are far greater than all other forces bearing upon children between the ages of seven and fourteen. In the schools we must look for the regenerating influences of the race.

AN exchange says that thoroughness is the cornerstone of success. This is all right to talk about, but there is nothing that has been thoroughly done in this world, and it will be a good many years before anything will be thoroughly done. Talk about absolute thoroughness! It is nonsense! We may attain unto it as we attain unto perfection, but we might as well attempt to shoot the moon as to reach thoroughness or perfection in this world. Our author, in the exchange quoted, means all right, but does not know how to express himself. He says, "There is no place in the world for smatterers who know a little of everything under the sun." Is not this what our school system is promoting, is there a single college graduate who knows thoroughly anything that he has studied in his college course? Take Latin, which the average college student

studies seven solid years. What does he know when he gets through? Can he talk it? Can he even read an author which he has never before seen, with any degree of fluency and acceptability. Then take mathematics. How many students are thorough in it. We venture that the roll call of college graduates who could be counted thorough in mathematics would be called in an extremely short space of time. Our ideals should be high. This is all right. We should aim at never doing anything in a half-way manner. But the tasks half done, the studies half learned, the books half read, and the work half accomplished constitute by far the largest portion of our lives.

BUT there is another side to this question. Thoroughness means attaining all the success within our power. When we do less than we can do, we do ourselves injury. If a child draws a picture and draws it as well as he possibly can, he is doing nobly. When a pupil recites a lesson and recites it just as well as he is able, he is doing magnificently. Effort is the test of nobility. In this world there are many thousands upon thousands who have attained no great eminence in the world of letters, or science, or art, but who are kings among men, because they have done in their work just the very best they were able to do. The girl who sets the table up to the highest ideal in her mind, who irons the clothes the very best she can, the mother who trains her children as skillfully as is within her power, the orator who stirs his hearers with his ideas expressed as nobly and earnestly as he can, and the author who writes his book as well as he possibly can write it, are all doing thorough work. There is a great lesson here that teachers ought to learn.

WE knew a school that did successful work, where there was little thoroughness, a good deal of noise, and a great amount of imperfection. Was this school a success? Should this teacher be commended? A superficial observer would say, "No." But look a little more closely, and think a moment. This school was fifty per cent. worse a year ago than we see it to-day,—the improvement has been exceedingly great. The teacher is uplifting her school gradually to an exceedingly high plane. What is the test of success? Without doubt it is the amount of attainment that has been made. Start a young man in the world with a silver spoon in his mouth, and if he does not keep it there he is a miserable failure, but if he gets two silver spoons in his mouth by and by, he is a commercial success. But start a young man in the world with no silver spoon in his mouth, and if by and by you find a piece of one there, he has done well; and if by and by he gets hold of a whole one he has made a remarkable success. The amount of success we gain depends altogether upon how much we are obliged to overcome. Now these questions are pertinent at the commencement of the New Year. Where are we to-day? Where we were a year ago? Have we been sliding down hill or have we been slowly struggling and toiling up hill? How about the extent of our horizon now, compared with a year ago? Do not measure success by what somebody else has attained, but measure it by what we have attained. A little progress, in spite of great adverse circumstances, often indicates great success, whereas a very little progress under favorable circumstances indicates great failure. We are to return to the Master what we have received with interest, and the amount of this interest depends upon the circumstances with which we are surrounded. He is the grandest man, and she the grandest woman who, in spite of adverse circumstances, levels mountains, fills up valleys, goes on higher and higher, becoming better and better, until at last the plane reached overlooks a very wide field.



## THE COLORED MAN.

We have discovered that the colored brother is a disturbing element in this country. Our very modest wish that we might see a few of the educated Negroes at Nashville next summer has brought down upon our heads quite a number of protests. Among them is Professor Hugh T. Bird, principal of the normal department of the College of William and Mary, Va. In a recent letter referring to this subject he says:

"In a late issue of one of your publications you express a wish for the attendance of ten thousand Negro teachers at Nashville next year. Now I know you Northern people have long way outstripped us of the South in educational progress, are more highly cultivated, as a class, perhaps, and your teachers are better trained and paid, but you are as incapable of judging or expressing opinions in regard to the Negro question, as you are of arbitrating a quarrel between two tribes of Central Africa. You persistently keep at a distance, and just as persistently send us your condemnations, etc.

I would venture to say that the attendance of Southern white teachers at Nashville next July would be cut down ninety per cent. If they knew that ten Negroes would sit and vote with your body of educators. Of course I exclude all consideration of the tall, spectacled educational missionaries who came with the carpet-baggers soon after the war. We expect to see them, the Negroes, in your schools, and your gatherings in the North, and do no more than pity your queer taste, but when the National Educational Association meets in the South there is a difference. I for one expect to attend the meeting if there is a chance of my being out of smelling distance of the sable "brother," but if your ten thousand Negroes come—!! I have not the slightest ill-feeling towards you, your papers, or your geographical position."

We honor Professor Bird for his outspoken courage. He has opinions and he knows how to express them, and he *does* express them. But not being a careful reader of our papers he errs in saying that we hoped there might be an attendance of ten thousand colored teachers at Nashville next summer. It was only one-fifth of that number we hoped for. Certainly that is modest. These colored teachers can probably be accommodated with a gallery as remote as possible from the stage, where they can be permitted to listen, but not to speak. In the North Negroes have tongues, and ears, and mouths, and souls. Is it possible there is a different race in the South? But we should like to know why is the South asking for money to sustain colored schools? Can the Negro be educated? Why not let us see a few of the best specimens next summer, say *nine*! Our friend may not then be kept away. We don't believe that our friend is in earnest; so, jesting aside, we desire to say that there is a serious side to this whole subject, and it was so well expressed in a recent address by the Hon. J. L. M. Carny, late minister to Spain, before the Georgia legislature that we reproduce that part relating to the question concerning which we are writing. He said:

"I want to say to you in perfect frankness, that the man who thinks the Negro problem has been settled is either a fanatic or a fool. I stand aghast at the problem. I don't believe civilization ever encountered one of greater magnitude. It casts a dark shadow over your churches, your government of the future. It is a great problem which will tax your energies. Georgia was once Shermanized. Georgia South Africanized, as it may be, would be a thousand times worse than Shermanized. But you may make the outlook as black as possible, and yet say that ignorance and poverty are not remedies for the situation. Better have them cultivated, better have intelligent preachers, intelligent workmen, improved homes. Which is better, to brutalize and pauperize, or humanize, civilize, and Christianize? I leave it to you to settle the problem. There are people who say this ought to be a white man's government. I am not prepared to contest that proposition, but I beg you to remember that the Negroes, and I am glad of it, have friends at the North who are befriending them. But they are not coming to your relief. You must help yourselves, if you are helped at all. I know that the indications are prophetic of a race conflict. God save us from it! I know that dark shadows of the future are flung across our pathway. It is idle to shut your eyes. It is better to meet such dangers half way, even though they come no further. Now, there is nothing *per se* in a white skin, unless behind that skin lie the hereditary experiences of centuries of good government. I know that the Negro of Africa has no invention, no discovery, no law, no literature, no government, no civilization. Why? If you put the Caucasian under the same environment, and keep him there ten or twenty centuries, there will be no invention, no science, no discovery, nor history, nor civilization among Caucasians. Your ancestors and mine a few years ago were cannibals and pagans. They have become what they are, not by virtue of white skin, but by improving government and good laws. You let the Negro children get an education where yours do not, let the Negro be superior to you in culture and property, and you will have a black man's government. Improvement, cultivation, education, is the secret, the condition and guarantee of race supremacy. I will astonish you, perhaps, by saying that if the Negro develops and becomes in culture, property, and civilization, superior to the white man, the Negro ought to rule. You see to it that he does not become so. The responsibility is with you."

To all of this we say, Amen! Nothing could be better said. Now let us all, North and South, come together. Then at Nashville we will shake hands in a common cause, and labor for the uplifting and unifying of all classes and races, so that out of all our dissimilarities and ignorance there may come in the future a nobler

manhood and womanhood than the world has yet seen.

## PROGRESS IN PENNSYLVANIA.

Many efforts are being made at present, all over the country, to introduce manual training into the public schools, some on a larger, others on a smaller scale. But among all the significant steps in this direction, the one that will possibly be the most far-reaching in its immediate effects on the movement generally, and in its permanent results, is that of Gov. Beaver, of Pennsylvania, to have manual training introduced, by state legislation, into all the schools of the state, in such form, as may be deemed practical and practicable.

A little over a year ago he appointed a commission to make a thorough study and investigation of all phases of the work of manual training, to ascertain what has been done in the direction of introducing it into the public schools, and to determine how and to what extent it can be so introduced. This commission, charged also with other minor duties, will soon make an exhaustive report to the legislature; and on the basis of this report, the governor proposes to have a bill drafted for legislative enactment, providing for the introduction of manual training, in some form, into all the schools of the state.

Gov. Beaver is acknowledged to be one of the ablest governors Pennsylvania has ever had, and is taking an interest in public education, such as probably none of his predecessors—save, perhaps, one or two—ever took. He has himself made a study of the problem of manual training; and this movement to introduce such training into the schools of his state,—of whose success we have no manner of doubt,—will mark his administration as an epoch making one in the general history, as well as in the educational history, of the Keystone state. The movement will be, in a sense, of national significance, as far as its influence on other states is concerned; and it will be watched with keen interest by the live educators of the country.

In these efforts to inaugurate a movement in educational state legislation in the country, of so far-reaching influence, we can not help but congratulate the governor on the good fortune of having at the head of the educational interests in his state a man who is in thorough sympathy with his views, and who has, at the same time, the breadth of grasp of the whole problem of public education that will enable him to give intelligent and wise direction to the thorough execution of what legislative provision may be made. Manual training must be made an integral part of the common school course, and is therefore only a *part* of a greater *whole*. Only a man who has a thorough grasp of the *whole*, and who can see this *new part* in its right relation to the *whole*, is able so to co-ordinate the different branches of the common school curriculum, as to make manual training an integral part of it. We know of no state superintendent in the country more thoroughly fitted, both by breadth of general culture, and by keen insight into, and clear comprehension of, the general problem of public education, and the particular problem of manual training as a part of general education, as the present state superintendent of Pennsylvania, Dr. E. E. Higbee.

## AMERICAN vs. ENGLISH GIRLS.

It is said that English girls are becoming very jealous of their American cousins. Whether it is a fact that American young women are better developed than English girls we will not discuss, but it is certain that during the past twenty years many young Americans have married distinguished foreigners, much to the disgust of match makers in Europe. A very careful observer of American girls recently gave his opinion as follows, which we will quote for the benefit of those who are interested in this subject:

"An English girl on the pavement is a clumsy, stupid piece of unsymmetrical ugliness. Her feet are too large and encased in thick, heavy boots; her dress is too short and too severe and homely, and she doesn't stand or walk well. But an English girl on horseback is a dream, and in evening dress a dear delight. Here it is the exception, not the rule, to have a pair of handsome arms and dimpled shoulders; there the opposite condition prevails. One is never noticed for having a fine figure, as here, but is conspicuous only for an ugly physique. Then, too, English girls have exquisite complexions, due not only to their active out-of-door life, but to the soft dampness of the climate and the absence of extremes of heat and cold."

The question was asked this English observer whether English girls are as well educated as American girls. The answer he gave is worthy of record on the pages of this paper:

"Far better. More time is spent in study, and more solid, thoughtful, thorough knowledge obtained. Even after a girl goes into society certain hours every day are set apart for study. They write beautifully, too, from constant practice. Between breakfast and luncheon every one writes, and some of the letters written by girls are as exquisite as poems and as profound as essays. The brightest, smartest English girl in the kingdom looks up to and fawns round her brother, who may be a cad and know little except the price and breed of horses, in a way that is almost disgusting. Take a garden party for instance—a lawn full of sweet-faced gentle girls in the conventional muslin gown—it is stupid, tiresome, and a bore. In comes a bright, vivacious, American girl with a bang. Her chatter is as sparkling as her diamonds, and she rattles round and stirs things all up. Men flock around her, and she orders them about like the queen she is, with the utmost sang froid. They like to be tossed by her; her cool disregard of their superiority is refreshing. They admire her vivacity, her chic, her naughtiness, and end by falling dead in love with her."

All of this is very interesting reading, and it teaches us several lessons we ought to learn.

The health of English girls is far better than that of American girls; but they look up to the men too much; there is not the same independence among them as among us; the English brother lords it over his weaker sister, in a way that would be resented in America.

A REMARKABLE ARTICLE recently appeared in the "Nineteenth Century," on the evils done by competitive examinations, especially in English schools. It is, in reality, a protest, a strong protest against dangerous mental pressure and misdirection of energies and aims in the English educational system. The first evil referred to is physical, or the overstrain of working for prizes, and of passing a series of examinations, exhausting the bodily powers in youth, and involving a terrible sacrifice of health and vigor in manhood. It declares that the first duty of a child is to grow well, and cites the well-known fact, that an excess of mental energy saps the fountain of life of its vigor, and thus renders the child unable to meet the strain caused by ordinary contagious diseases.

IT IS IMPOSSIBLE TO ADOPT A NEW PLAN IN SCHOOL WORK WITHOUT CONDEMNING THE OLD PLAN as inferior to the new. One who condemns the old, without showing a better way, is doing an injury. One who recommends a new plan, without showing its superiority over an old plan, is talking without sufficient evidence.

We have heard many favorable comments concerning the course of study in the Minnesota state normal schools. In a former issue of the JOURNAL this course was commended; especially the particular arrangement adopted by the St. Cloud normal school. We expressed the desire that it might be made the order for all the schools of the state. A comparison of the courses, as found in the catalogues of the several normal schools in that state, led the JOURNAL to infer that the school at St. Cloud was in the lead. It now finds great satisfaction in knowing that the arrangement of studies is the only difference between the schools. This, in our opinion, is an important point, but not an essential one. The outcome of the recent controversy in Minnesota concerning the course of study, will be that all the schools will be better prepared to do thorough professional work than ever before.

It is but justice to say that the Hon. D. L. Kiehle has been remarkably successful in managing the educational affairs of the state, and settling all differences during the years in which he has been state superintendent of public instruction. The work of the gentlemen at the head of the two older schools at Winona and at Mankato—President Shepard and Searing—are too well known to need any commendation from us at this time. We have frequently spoken in the highest terms of their character. No normal schools in the country are in better condition.

THE school board of the city of Eureka, in Nevada, had a meeting one night last month and immediately telegraphed to Will S. Monroe, of Nanticoke, Pa., that they had elected him superintendent of their schools. After much hesitation, and against the counsel of his friends, Mr. Monroe has finally decided to accept the offer, and is now on his new ground. We are sorry Supt. Monroe has left the East, but his energy, perseverance and tact will soon gain for him a high place among the teachers of the silver state. Our best wishes accompany him. The JOURNAL is certain to see him each week.

WHETHER lived up to or not, right teaching, right theories, right principles, will more or less work for the good of humanity.



THE schools of Ft. Worth, Texas, are in a healthy condition. During the past month there was an average attendance of 1,749.

No city of its size is doing more for industrial education than Orange, N. J. A room 30x40 has been filled with fifteen double benches for carpenter work. Another room is devoted to domestic economy, including cooking and all that pertains to household management. Mr. Hale is instructor in this department, but the whole work is under the general direction of Supt. Cutts.

PROFESSOR GEORGE A. HOADLEY, principal of the high school at Northampton, Mass., has been elected to the chair of physics at Swarthmore College. Professor Hoadley is a graduate of Union College.

COUNTY SUPT. JOHN McDONALD, of Topeka, Kansas, has purchased the *Western School Journal*, and will become both its editor and publisher. In his hands the *Journal* is certain to become more than ever before a power for good in the enterprising state in which it is located.

WHILE Miss Lewis, a school teacher, and Miss Lizzie Byram, one of her pupils, were crossing a railroad trestle near Ashville, North Carolina, last week, they were run down and killed by an express train.

THE formal acceptance by Melvil Dewey of the office of secretary of the regents of the university, and director of the state library, has been received by Dr. A. B. Watkins, assistant secretary. In his letter Mr. Dewey says: "It now gives me great pleasure to accept the election, with the understanding that for the remainder of this college year I may be called on frequently for advice or assistance necessary to protect Columbia College from embarrassment because of my immediate entrance on the state work."

THE judicial decisions in Wisconsin and Pennsylvania that the reading of the "King James" version of the Bible in public schools is not sectarian education, and cannot be objected to as such by Roman Catholic tax-payers, and that Protestants cannot legally object to the reading of the Douay version in the same schools, (if that point is made in the Pennsylvania decisions) are undoubtedly wise ones. That such a decision will close the controversy over the former version can scarcely be expected.

THE department of public instruction of New York is publishing as an appendix to its annual report: The proceedings of forty-third annual meeting of New York State Teachers' Association, July 4, 5 and 6, 1888.

The proceedings of the fifth annual meeting of the State Council of Superintendents, December 6 and 7, 1888.

The proceedings of the fourth holiday conference of the Associated Academic Principals, December 27 and 28, 1888.

The proceedings of the thirty-fourth annual meeting of the New York State Association of School Commissioners and Superintendents, January 8, 9 and 10, 1889.

This is greatly to be commended and adds another item to the increasing list, placing the teachers of this state under obligation to Hon. A. S. Draper, State Superintendent of Public Instruction.

JAMES DENMAN, who has been connected with the public schools of San Francisco for thirty-seven years, resigned last week as principal of the Denman Grammar School. He has held many important positions, including that of superintendent of schools. When he went there from New York, there were only a few shanties for school-houses, and about 200 pupils. Mr. Denman has grown rich by judicious investments in real estate.

DR. NORTROP has so far recovered from his late accident as to be able to lecture in schools in the East, though not yet ready to resume his long trips in the West and South. His favorite subject in schools is "The Training of Memory." Discarding systems of mnemonics, he presents the laws of memory in so plain a form, as to interest and benefit even young scholars. This lecture was recently received with special favor in colleges and schools in California, as it had previously been in the East.

OUR NEW CLUB RATES for the *SCHOOL JOURNAL* for 1889: 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

THE latest news from the engineers who have been surveying a route for the new Congo Railroad, is that they expected to complete their work about the middle of last month. Three weeks ago a meeting of the Congo Company for Commerce and Industry, at Brussels, was informed by its manager that, as soon as estimates and plans for building the road could be prepared, the proposition would be submitted to begin at once the work of construction. A map showing the route surveyed to within sixty miles of Stanley Pool was exhibited. The world will watch with interest the development of this enterprise, which, by a railroad 250 miles long, is to connect the head of navigation on the lower river with Stanley Pool and the 6,000 miles of navigable waterways above it.

SOME of the students in a college, where "daily exercise" was the rule, used to engage in out-door sports or exercise during the whole of their weekly holiday, saying, "We'll get enough fresh air to-day for the whole week." The habit is a common one in other departments of work. Is it any more ridiculous than to attend a summer school, cram up with methods, etc., and then live upon them for the rest of the year? Is it any worse than for a preacher to get his course in theology and a teacher his course in normal work, and, with this "stock in trade," rest contented, never taking in any more, though constantly trying to "give out." It is reasonable to suppose that the supply will be exhausted some time. Waste necessitates repair. Our very bodies need food. We cannot eat enough on Monday to last for the week. No more can we take in mental food for a certain time, and then stop, expecting our minds to go on growing.

PROF. C. W. G. HYDE, Institute Conductor, and a member of the St. Cloud State Normal School faculty, in a recent letter says: "I have just returned from an extended tour on Teachers' Institute work, and have read but one of the Supplements you are publishing in connection with School Education,—that on "How to Train the Memory" by Rev. R. H. Quick.

It is difficult to assign a money value to such matter, or I would say that this article alone is worth the price of the *JOURNAL* for one year. I have already used Mr. Quick's suggestions with profit in my class work in the normal school.

#### DEPARTMENT OF SUPERINTENDENCE,

##### NATIONAL EDUCATIONAL ASSOCIATION.

Supt. Fred M. Campbell, Oakland, Cal., president of this department, and Supt. Geo. J. Luckey, Pittsburg, Pa., secretary, have announced that the next meeting of this department will be held in the city of Washington, D. C., on March 6, 7, 8, of 1889. Nothing will be left undone by those in charge to make this meeting take rank with the most notable of its predecessors in point of attendance, general interest, and real profit. A strong program will be prepared in accordance with which live subjects in the general field, and in special lines of educational work and thought, will be presented in able papers by prominent men and women, and ample time will be afforded for their thorough discussion. The widest possible representation of geographical sections and individual opinions is earnestly desired. These department meetings at the nation's capital have been productive in the past of much genuine good to the cause of popular education. Indeed no small part of the progress made within the last ten or fifteen years is traceable directly to their influence. The possibilities in this direction, so far from being exhausted, suggest such meetings as afford the very best possible opportunities for still further directing aright the educational thought and activity of the country.

It may here be noted that the results of the meetings of this department are not circumscribed or ephemeral, the proceedings being published by the bureau of education and sent gratuitously all over the country as circulars of information. The time of the meeting has been fixed in accordance with suggestions received from many quarters. It immediately follows, as will be seen, the date of the inauguration of the President, and thus affords the opportunity for those who attend, to be present also at the ceremonies of that occasion, if they wish, with little additional expense or loss of time. It is hoped that a material reduction from the current rates of transportation will be secured for those who attend this meeting.

#### MR. WILLIAMSON'S GIFT.

Mr. J. N. Williamson, of Philadelphia, on December 7, made public the deed and plan of the Williamson Free School of Mechanic Trades, the institution he has founded for the practical education of boys. To the Pennsylvania Company for Insurance of Lives and Granting Annuities, Mr. Williamson has turned over, for the purpose of carrying out the plan, securities having a par value of \$1,596,000. These are to be divided into two funds. One-fifth of the most valuable securities are to constitute a building fund, and may be sold for that purpose. The balance is an endowment fund and cannot be disposed of, the accretions only to be used in paying the expenses consequent upon the conducting of the school.

Land, not exceeding in the aggregate 300 acres, is to be purchased, situated in some suburban part of the city of Philadelphia, or in either of the counties of Bucks, Delaware, or Montgomery, in Pennsylvania, and suitable buildings erected to lodge, board, and teach as many scholars as the revenue from the endowment fund and other sources of income will provide for. The moral and religious discipline of the scholars is to be looked after. Boarding, lodging, clothing, instruction in the trades, and all else, shall be free, and no charge is allowed to be made any scholar for what he receives.

#### DR. DITTES ON SCHOOL SAVINGS-BANKS.

By WM. J. ECKOFF.

At the present time, when pedagogical enthusiasm finds vent, among other things, in the establishment of school savings-banks, it seems appropriate to translate part of the editorial utterances in the Vienna *Pedagogium*, ten years ago, by Dr. Dittes, one of the foremost authorities on the continent of Europe in matters pedagogical. Dr. Dittes spoke as follows:

"Economy is a virtue worth fostering. But before one can economize on one's expenditures, it is necessary one should have earned wherewithal to meet them. There are a number of schools in England, France, and Belgium, and a few in Germany, where pupils, by working at a trade, earn money. Where such is the case, school-managers are justified in organizing savings-banks. Under the present circumstances of society, it may even be wise to do so.

Ordinary public schools, however, have no right or duty to encourage them. They should not attempt the creating of a fund where there are no legitimate sources to draw it from. No industrial department being connected with them, they do not give rise to the acquisition of money on the part of the pupil.

Of course, his parents might give it to him. If this plan is adopted, the school savings-bank ceases—for moral purposes, at all events—to be the children's fund, and becomes a people's savings institution; and the conducting of a people's savings institution is not exactly the school-teacher's business. Neither law nor common sense can be appealed to. The teacher is not professionally the banker of his pupils' family.

Unless it be intended to let the teacher interfere with the domestic and property arrangements of the families of his scholars, school savings-banks are an impossibility; if he does, bickerings and heart-burnings are the result. The poor man says: 'First I am deprived of my child's earnings by compulsory education and factory laws. Now you come to me, through him, with a demand for savings. What business of yours is my money, anyhow?' The rich man, besides repeating the question, will resent the outrage on the part of the school-master on his parental rights and duties financially to provide for his own children in his own way.

It may be replied that no pressure whatever is contemplated. But if the deposits are to be entirely voluntary, what in the world is the business of the school-teacher in the matter? If the people wish to associate for voluntary savings, are not there plentiful opportunities?

I am a teacher, and I am the father of a family. I should say that the saving of money by and for the children of a family is a purely domestic affair,—one in which the teacher had better not meddle.

Unfortunately, it is the fashion to regard the public school as a sort of catholicism applicable to all diseases of the body social and politic. But the public school is not all-powerful. It is one member of the social system, and only one. It is often used by the rest as a scapegoat. Frequently, as in this case, they saddle it with functions with which it has absolutely nothing to do."

Thus says Dr. Dittes. Will the promoters of school savings-banks point out wherein his arguments are unsound?



## PRINCIPAL EVENTS OF 1888.

## OBITUARY.

Many eminent men and women died during the year 1888. Among the prominent educators were Hon. Edward Danforth, Prof. Johnnot, John H. French, Prof. Wm. F. Sherwin, president of the New England Chautauqua assembly, and Dr. Herman Schulze, professor of political economy at Heidelberg University. The scientists include Richard Proctor, the eminent astronomer; Asa Gray, the botanist; Jules Emile Pianchor, the French botanist; Prejevalski, the Russian geologist; Philip Henry Gosse, the English naturalist; Dr. Dickson, professor of botany at Edinburgh. The principal writers who died are Matthew Arnold, A. Bronson Alcott, Louisa M. Alcott, E. P. Roe, the novelist; Leone Levi, F. S. A.; Theodore Juste, the Belgian historian; also the following educators and men of science: John H. Jellett, Heinrich L. Fleischer, George Percy Badger, John T. I. Boswell, Sir William Johnstone, Sir Charles Bright, John Savage, Emil Rousseau, Ernest Bertheau, Rudolph Clausius, Laurens P. Hickock, Henry Carwill Lewis, P. H. Mell, William S. Kerr, Edward S. Dunster, James S. Booth, Charles Edward Wilson, Seth Green.

The death list contains the names of many rulers, among whom are Emperors William and Frederick, of Germany; the President of Switzerland; President Salomon, of Hayti; John Henry Brand, president of the Orange Free States, South Africa; Sir Anthony Musgrave, governor of Queensland; Duke Maximilian, of Bavaria; and the Sultan of Zanzibar. Among other notables that passed away were the Duke of Rutland and Lupton Bey. Those who had made a reputation in politics included ex-Senator Roscoe Conkling, ex-Gov. Hoffman, of New York; E. D. Gray, the Irish M. P.; ex-Prime Minister Duclerc, Hon. Richard S. Spofford, ex-Attorney General Brewster, Congressman J. W. H. Underwood, Hon. John Wentworth, of Chicago. The theologians include Cardinal Martinelli, Bishop Harris, Archbishop Lynch, and Rev. George Trevor, M. A., of England. Among judges were Chief Justice Waite and Joel Parker, of New Jersey. The list of soldiers and naval officers includes Philip H. Sheridan, General of the army of the United States; Gen. Quincy A. Gilmore, Gen. John H. King, Marshal Bazaine, of France; Gen. Marsena R. Patrick, governor of the soldiers' home at Dayton, O.; Major-Gen. R. B. Ayres, Rear Admiral Baldwin, Rear Admiral Edward Simpson, Sir Astley Cooper Key, the distinguished English naval officer; Hassan Pasha.

The wives or relatives of distinguished men who have died are Mrs. W. T. Sherman, Mrs. Taylor Lewis, widow of Prof. Lewis, of Union College; Mrs. Schofield, the wife of Major-General Schofield; Gen. Sheridan's mother, Mrs. Proctor, wife of "Barry Cornwall;" Mrs. Oliver Wendell Holmes, and the mother of President Garfield. The Journalists include Col. R. M. Pulsifer, of the Boston Herald; ex-Lieutenant Governor Dorsheimer, of New York, editor of the New York Star; Joseph M. Levy, of the London Telegraph; R. G. Hasard, of the New York Tribune; Mr. Locke (Petroleum V. Nasby); Col. John Knapp, formerly of the Missouri Republican; and Rev. Dr. Horatio Haskings Wild, formerly editor of the Boston Transcript and N. Y. Sun. Among others were A. S. Barnes, school book publisher; Dr. Cornelius R. Agnew, the eminent New York physician; Hiram Sibley, the founder of the Western Union Telegraph Company; W. W. Corcoran, the Washington banker; Henry Bergh, founder of the S. P. C. A.; Mrs. J. J. Pickering, founder of the S. P. C. A. in N. H.; Isaac Strauss, the French musician; Stephen Heller, pianist and musical composer; Nobel, the inventor of dynamite; G. H. Corliss, of steam engine fame; Samuel B. Hale, pioneer trader with South America; Samuel Stillman Mann, one of the wealthiest of Californians; William B. Dinsmore, president of the Adams Express Company; Charles Crocker, the railroad king; J. L. Wallack, the comedian and theatrical manager; John Robinson, the showman; Colorow, the White River Indian chief.

## EDUCATIONAL.

## JANUARY.

Prof. Charles U. Shepard's valuable collection of minerals was given to Amherst College. Dr. Peters, of Hamilton, received the Cross of the Legion of Honor from the French government. The Mark Hopkins memorial building fund scheme promised great success. The great lens of the Lick telescope was mounted. Mrs. Mary Livermore was chosen president of the New England Conservatory of Music.

## FEBRUARY.

The department of superintendence, N. E. A., met in Washington. Rev. F. L. Patton, D.D., was elected president of Princeton College. The University of St. Petersburg was re-opened.

## MARCH.

Syracuse University secured the library of Prof. Von Ranke, consisting of 50,000 volumes. Fire destroyed the Methodist university at Mitchell, Dakota.

## APRIL.

Prof. G. S. Hall accepted the presidency of Clark University at Worcester, Mass.

## MAY.

The cornerstone of the Catholic university at Washington was laid. President Barnard, of Columbia College, resigned.

## JUNE.

A society was organized in New York City for the

improvement of the schools. Superintendent Jasper, of New York, was re-elected after a hard struggle. The University of Bologna celebrated, on June 8, the eight-hundredth anniversary of its foundation.

## JULY.

The American Philological Association, met at Amherst. The main building of Wells College, Aurora, N. Y., was burned. The N. E. A. met in San Francisco.

## SEPTEMBER.

Commissioner Dawson reported that 12,000,000 children attended the public schools during the fiscal year, and that the average attendance was 8,000,000. The Czar, as a memorial to his parents, devoted 1,000,000 roubles and a large estate to the foundation of an institution for the blind.

## OCTOBER.

J. V. Williamson, of Philadelphia, gave \$5,000,000 to found an institution to educate boys in the mechanic arts. The Minnesota College of Agriculture was burned. Judge Lawrence, decided that the will of Samuel J. Tilden, bequeathing \$5,000,000 for a public library in New York City, is valid.

## NOVEMBER.

Baron Hirsh, of Vienna, gave 12,000,000 francs for the education of Jews in Galicia. John Guy Vassar's will bequeathed \$689,000 to Vassar College. A college of carpentry for women was started at Cambridge, Eng.

## DECEMBER.

Congress passed a bill for the construction of a telescope with a 60-inch aperture in the District of Columbia. Senator Stanford's great California University is nearing completion.

## RELIGIOUS.

## JANUARY.

For the first time since the Italian Government took armed possession of Rome, the Pope performed his priestly functions in the grand Basilica of St Peter's Church. The Rev. Mr. Spurgeon's resignation was accepted by the Baptist Union.

## FEBRUARY.

Extra buildings had to be erected to contain the Pope's jubilee gifts.

## MAY.

The newly elected bishops, Vincent, Fitzgerald, Joyce, Newman, and Goodsell, were consecrated at the Methodist General Conference. The Assembly of the Southern branch of the Presbyterian Church met in Baltimore. Quadrennial Conference of the Methodist Protestant Church convened at Adrian, Michigan. The General Assembly of the United Presbyterian Church met at Cedar Rapids, Iowa. The Methodist General Conference refused admission to women. The Presbyterian General Assembly, voted for union with the Southern branch of the church.

## JUNE.

Dr. Abbott accepted the pastorate of Plymouth church, Brooklyn.

## AUGUST.

A convention of the Y. M. C. A., was held in Stockholm.

## OCTOBER.

Members of the W. C. T. U., representing every state and territory, met in New York.

## SCIENCE, ART, AND INVENTION.

## JANUARY.

Bartholdi superintended the erection of a duplicate of the statue of the Goddess of Liberty, at Bordeaux. The unveiling of the Milton memorial window, presented by George W. Childs to St. Margaret's Church, Westminster, took place.

## MAY.

The corner stone of the Confederate monument was laid at Jackson, Miss. A monument of Empress Maria Theresa was unveiled at Vienna.

## JUNE.

A party started from New York to make excavations at Babylon. The Garibaldi statue was unveiled in New York City. Stonewall Jackson's monument, at Fredericksburg, was unveiled. The statue of Gen. Israel Putnam was unveiled at Brooklyn, Conn.

## AUGUST.

Encke's comet was seen at the Cape of Good Hope. Statues of Gen. Kearney and ex-Senator Stockton were unveiled at Washington. The American Association for the Advancement of Science met at Cleveland.

## SEPTEMBER.

Prof. Brooks, of Geneva, N. Y., announced a new comet moving rapidly toward the earth. Dorr E. Felt, of Chicago, invented a machine which will add, subtract, multiply, or divide, without an error. It is worked with keys like a type-writer. A bronze statue of Robert Burns was unveiled at Albany, N. Y.

## DECEMBER.

A type-setting machine has been tried in Boston. It is worked like a type-writer, and makes impressions in a dry cardboard, from which the stereotype plate is cast.

## POLITICAL.

## JANUARY.

Legislature of Washington territory re-enacted the woman suffrage law. Woman suffrage became a law in Wyoming territory. Judicial rents were reduced in Ireland. Editor O'Brien was released from prison. The tonnage tax, levied by the United States, was removed from German vessels. Mr. Lamar was nominated as justice of the United States Supreme Court.

## FEBRUARY.

Lord Lansdowne was appointed to succeed Lord Dufferin as Governor-General of India, and Lord Stanley to be Governor-General of Canada. The treaty of alliance between Germany and Austria was made public.

## MARCH.

Gen. Boulanger was deprived of his command. The French evacuated the New Hebrides Islands. The Senate passed a bill for the compulsory education of Indian children.

## APRIL.

The Pope condemned the "boycott," and "plan of campaign" of the Irish Nationalists. The Panama Lottery Bill passed the Chamber of Deputies. The Serbian ministry resigned and a new one was elected. The Owen Sunday Closing Law closed all but 53 of the 2,300 liquor saloons in Cincinnati. The new French cabinet was appointed. Newfoundland refused to join the Canadian confederation. The Vatican broke off negotiations with Russia.

## MAY.

The National Anti-Saloon Republican convention began a two days' session in New York City. The National convention of the Equal Rights party was held in Des Moines, Iowa. National convention of the Union Labor Party and the United Labor party was held in Cincinnati. The difficulties between the United States and Morocco were adjusted. The Michigan local opinion law was declared unconstitutional by reason of defective framing. New Zealand and Australia proclaimed against Chinese immigration. Mr. Gladstone was presented an address in favor of Home Rule by 1,300 Quakers. Slavery was abolished in Brazil. The Prohibition national convention met in Indianapolis. A meeting at Phoenix Park endorsed the Parnellite protest, and protested against the Papal rescript.

## JUNE.

Sheridan was made General of the Army. Cleveland and Thurman were nominated at St. Louis. The English parliament endorsed the crimes act. Harrison and Morton were nominated at Chicago.

## JULY.

The Senate passed a bill to place John C. Fremont on the retired list. The Italian chamber of deputies adopted the communal reform bill giving 2,000,000 more citizens the right to vote at local elections. Representative Ford, introduced a resolution into Congress to investigate immigration. President Cleveland sent a message to Congress concerning civil service reform. President Diaz, of Mexico, was re-elected. The Mills bill was discussed in Congress. Many Chinese entered the United States by way of British Columbia. King Kalakaua's subjects threatened to dethrone him. The Senate confirmed the nomination of Melville W. Fuller as Chief Justice of the United States. Robert B. Roosevelt was nominated as minister to Holland. A Congressional committee investigated trusts. Mr. Parnell made public a plan for the political reorganization of Great Britain, with local legislatures for England, Ireland, Scotland, and Wales. Evictions occurred in County Clare, Ireland.

## AUGUST.

The supreme court of Washington territory decided that the woman suffrage law was unconstitutional. The British South African possessions were extended northward from the Transvaal frontier to the Zambesi. Prince Ferdinand refused to leave Bulgaria. Russia, Turkey, and Egypt joined France in protesting against Italy's seizure of Massowah. The Sultan of Zanzibar transferred African territory to a German company. The revolutionists overthrew the government in Hayti. The English Commons passed a bill enabling authorities of towns and counties to advance money to send pauper emigrants to colonies; the province of Victoria, Australia, protested against it. The British Parliament passed the bill creating a commission to investigate the charges made by the London Times against Mr. Parnell. Gov. Gray took action for the suppression in Indiana of the "White Caps." The river and harbor bill became a law without the President's signature. The Senate passed a bill to apply the provisions of the interstate commerce law to interstate telegraphy. The Chinese prohibition bill was passed. The Senate refused to ratify the fisheries treaty with Canada. President Cleveland sent a message to Congress asking for power to adopt retaliatory measures. Boulanger was re-elected to the Chamber of Deputies by three departments. The Commissioner of Pensions reported that 60,252 names were added to the rolls during the year, the largest annual increase in the history of the bureau. Congress passed the bill for the taking of the eleventh census. The New Jersey courts affirmed the constitutionality of the local option law.

## SEPTEMBER.

Emperor Frederick's diary was published indicating that he bulldozed Bismarck into establishing the German Empire. The anti-Mormon test-oath was declared unconstitutional. The Presidential candidates published their letters of acceptance. The United States Senate rejected the fisheries treaty.



## OCTOBER.

Lord Sackville West, minister from England, was dismissed by President Cleveland for interfering in American politics. Congress adjourned October 20, after the longest session on record. France decided to curtail immigration. Sixty-two chiefs conferred in Washington in reference to the opening of the Dakota reservation. The question of the purchase of Canada by the United States was agitated.

## NOVEMBER.

Efforts were made by Great Britain, France, Germany, and Portugal to suppress the slave trade in Zanzibar. The Pope contributed \$60,000 for this work. The Presidential contest resulted in the election of Harrison and Morton. Both branches of Congress are Republican. The United States Supreme Court decided that the Texas tax on commercial travelers was unconstitutional. The surplus taxation of the people of the United States for the fiscal year was \$111,341,273.

## DECEMBER.

The natives of Alaska appealed to the government for protection from the oppressions of the Alaska Commercial company. Secretary Vilas reported that during the present administration 83,157,990 acres of public land that had been granted to railroads had been restored to the government. The revenue of the Post-office department for the year was \$52,695,176; deficiency, \$4,190,237; increase in the number of offices, 6,124. Perry Belmont's nomination as minister to Spain was confirmed. Nearly every country in Europe is arming and rumors of war are afloat.

## STORM, FLOOD, FIRE, EARTHQUAKE, ACCIDENT.

## JANUARY.

Nearly 250 persons perished in the Western blizzard. Gales drove many ships ashore in Maine, Nova Scotia, and New Brunswick. Four thousand workmen were drowned by the overflow of the Hoang-ho river. A million-dollar fire occurred in New York. Cholera was prevalent in Chili. An earthquake was felt in Mexico. The Seminary chapel, Quebec, was burned, and \$500,000 worth of paintings were destroyed. Twenty-six persons were killed, and many injured in a collision on the Dutch State Railroad. Fifty miners were killed by an explosion in Victoria, British Columbia. Land slides along the Canadian Pacific Railroad caused great loss of life. The French steamer *Suez* foundered at sea; only twelve of the crew were rescued.

## FEBRUARY.

Seven men were killed and many injured by an explosion at Wapwallopen, Pa. An avalanche buried a large portion of the village of Valtorta, Italy. A railway station and mail train were buried by an avalanche in Austria. Mount Vernon, Ill., was devastated by a cyclone. A \$1,100,000 fire occurred at Philadelphia. Thirty lives were lost at South Vallejo, Cal., by the explosion of a ferry-boat. Railways in Great Britain were blocked with snow. The British barque *Abercorn* was wrecked off Washington territory; 24 lives lost. An earthquake was felt in New England.

## MARCH.

Many buildings in Newton, Kansas, were destroyed by a cyclone. An explosion in a mine at Rich Hill, Mo., caused the death of forty workmen. A theatre at Oporto, Portugal, was burned; 119 lives lost. Forty vessels were wrecked in Chesapeake bay; forty persons drowned. About 1,500,000 people were killed by an earthquake in China. An immense raft of logs from Canada was scattered off the New England coast. The severest storm ever known occurred March 12. New York was without railroad communication for three days. Forty thousand people were homeless by floods in Germany. A military post in Burmah destroyed by fire; 15,000 people homeless. On account of the floods in Hungary, thousands died of starvation. A train was wrecked near Savannah, Ga.; 24 persons killed and 33 injured. Tennessee and Georgia were visited by a cyclone.

## APRIL.

A fire in Amesbury, Mass., threw one thousand persons out of employment. A tornado in Dacia, India, caused the death of forty persons, and injured five hundred. A water-spout burst in Pesth, Hungary. A fire occurred in a Mexican plaza during a bull fight; 13 killed, and 100 injured. Germany sustained \$30,000,000 damage by floods. Central City, Dak., was destroyed by fire.

## MAY.

St. Paul's cathedral in Buffalo, was destroyed by fire, the result of an explosion of natural gas. Near Locust Gap, Pennsylvania, seven persons were killed, and seventeen houses destroyed by a collision of freight cars containing dynamite. Five hundred persons were drowned by the floods in Mesopotamia. Lightning struck oil tanks in Oil City, Pa., creating an immense fire which endangered the city. Thousands of acres of growing crops were destroyed by the high waters of the Mississippi River. Great damage was done in New Guinea by a volcanic eruption and water-spout. Over 103 fishermen lost their lives in the gale off Ireland. Tunis suffered from a drouth.

## JUNE.

Five persons were killed, and 90 injured, by a gasoline explosion at Frederick, Md. The Mexican Central Railroad was badly damaged by floods. DuBois, Pa., was almost destroyed by fire; 4,000 people homeless. Chesley, Ont., and Norway, Mich., were almost destroyed by fire.

## JULY.

Floods in Illinois and West Virginia caused a loss of \$1,500,000. Several persons were killed by a cyclone in New Jersey. Great damage was done by floods in the New England, Middle, and Western States. Two hundred buildings were destroyed by fire in Alpena, Mich.; 1,500 people homeless. A train on the Virginia Midland Railroad broke through a trestle. Fire persons were killed and forty wounded. Damage amounting to \$8,000,000 was caused by floods in Mexico. Extensive forest fires occurred in the Adirondacks. Grafton, New Brunswick, was destroyed by fire; also a large portion of Port au Prince. Forest fires in Northern Sweden caused \$5,000,000 damage. A fire took place in the Debeers mine, Kimberley, South Africa; 235 lives lost.

## AUGUST.

The steamers *Thingvalla* and *Geiser* collided near Nova Scotia. The *Geiser* sank, and 86 persons perished. A disastrous conflagration visited St. Johns, N. B. A volcanic eruption in Japan, destroyed several villages; 1,000 persons killed. Canada lost \$1,500,000 worth of property by a thunder storm. Forest fires caused great damage near Ottawa. Twenty people lost their lives by the burning of a building in the Bowery, New York. An engine and four cars were wrecked near Shohola, Pa. An express train then dashed into the wreck; 30 people injured. The City of Chester was sunk by the Oceanic at the Golden Gate, San Francisco. A fire at Chattanooga, Tenn., caused \$5,000,000 damage. A hail-storm in Dakota, nearly ruined vegetation in a country 250 square miles in extent. A severe rain and wind-storm damaged crops in the whole region east of the Rocky Mountains. Epirus, Greece, suffered from a famine.

## SEPTEMBER.

A cyclone destroyed \$4,000,000 worth of property in Cuba, and hundreds of lives. Earthquakes occurred in Mexico, Greece, and China. A fire in Baltimore caused a damage of \$1,500,000. Seven firemen were killed. Maine's crops were damaged about \$1,000,000 by the frost. Three blocks were burned in San Francisco. Loss, \$1,000,000. Valparaiso suffered from a gale; 50 lives and \$3,000,000 worth of property lost. Twenty-eight persons were drowned by the floods in the Tyrol. The steamer *Sud America* sank at Montevideo; 81 lives lost.

## OCTOBER.

A steamer loaded with oil was burned in Brooklyn, N. Y. Loss, \$500,000. Nearly fifty men were killed by a mine explosion at Pittsburg, Kansas. An accident occurred on the Lehigh Valley Railroad at Mud Run; 80 persons were killed and 100 wounded. The Umbria sank a "tramp" steamer, the *Iberia*, off Sandy Hook. An express train ran into a construction train at Lost Creek, Pa. Six workmen were killed and 36 injured. The steamer *Ville de Calais* was destroyed at Calais by an explosion of petroleum. Floods in Peking, China, destroyed 20 villages and drowned 10,000 people.

## NOVEMBER.

The Steam Gauge and Lantern Co's building in Rochester, was burned. The loss of life was great.

## DECEMBER.

Seven people lost their lives at a fire in Cincinnati. The copper mines at Marquette, Mich., were fired by an incendiary. Eight men lost their lives. The steamboat *Bristol* was burned at Newport.

## COMMERCE, TRADE, INDUSTRY.

## JANUARY.

Work began on the ship canal which is to connect the Harlem and Hudson rivers.

## FEBRUARY.

The Merced irrigating canal in California was opened. Several strikers and policemen were wounded in a riot at Shenandoah, Pa. The Chicago, Burlington, and Quincy engineers struck. The woolen and worsted manufacturers formed a national organization.

## MARCH.

Engineers and firemen on the Atchison, Topeka and Santa Fe R. R. struck, leaving four thousand men idle. Three thousand Chicago printers struck.

## APRIL.

A lockout of the brewers of New York and vicinity occurred. The American exchange in London suspended; liabilities \$4,000,000. The Denver, Texas, and Fort Worth R. R. was opened. The colored people of Maryland held an industrial fair at Baltimore.

## MAY.

Worlds fairs were held at Barcelona, Bologna, Copenhagen, and Kensington. The Cascade tunnel on the N. P. R. R. was completed. The Canadian house of commons appropriated \$1,000,000 for a new canal at Sault Ste. Marie. A syndicate was formed at Detroit to tunnel the river to Canada. The Trans-Caspian railway was opened.

## JUNE.

During the six months ending June 30, 10,855 patents and re-issues were granted. Moscow expelled all the Jews except merchants of the first guild. The big iron strike in the West began.

## JULY.

The Atlantic cable companies decided to end the war of rates. The British government rejected the proposal to construct a tunnel from Calais to Dover. Two engineers were arrested for plotting to destroy C. B. & Q. property with dynamite. Gold was discovered near

Jahpeming, Mich. The Northern Pacific Company began to extend its line through Manitoba.

## AUGUST.

The Melbourne exhibition was opened. The Cincinnati Centennial Exposition attracted large crowds. The Brotherhood of Locomotive Engineers celebrated their twenty-fifth anniversary at Detroit. Grasshoppers made terrible ravages near Ottawa. Phosphate was discovered near Kingston, Canada. The coal companies of Virginia and Kentucky formed a combination. Minneapolis decided to erect a 28-story building, 350 feet high. Nickel was discovered at Russell Springs, Kan. Six thousand flint glass workers resumed work.

## SEPTEMBER.

During the nine months ending September 30, 432,802 immigrants arrived at United States ports. A company was formed at St. Louis to build a line of steamers to navigate the Mississippi and the ocean. Labor Day was celebrated in the principal cities by parades of workmen. An exhibition of food products, the first ever held, took place at Albany, N. Y.

## OCTOBER.

For the first nine months of 1888 there were 7,550 failures, liabilities \$90,000,000; same period in 1887 there were 5,850; liabilities \$128,000,000. A corn palace was constructed at Sioux City, Ia. It was decided to build another bridge across the Mississippi river at St. Louis. Alarm was felt in West Virginia, Pennsylvania, Ohio, Indiana, and Illinois by signs of failure of the natural gas wells.

## NOVEMBER.

The first through express train from Paris arrived at Constantinople. The deep water ship canal between Montreal and Quebec was completed.

## DECEMBER.

Nearly 20,000 contract laborers were imported into the United States during the year.

## MISCELLANEOUS.

## JANUARY.

The formal betrothal of Prince Oscar of Sweden and Miss Munck took place. The assassination of Louise Michel, at Havre, was attempted. John G. Whittier acknowledged tokens sent him on his birthday.

## FEBRUARY.

The Scotch crofters were reported to be starving.

## MARCH.

The British obtained a victory at Suakim. The International Congress of women was held at Washington.

## APRIL.

New Haven celebrated its 250th anniversary. Hosts of Roumanian insurgents were killed in battle with the troops.

## MAY.

Niagara Park was opened (May 24) on the Queen's birthday. The New England Woman Suffrage Association met in Boston. The American Medical Association opened its annual session in Cincinnati.

## JULY.

An arrangement was made by which Behring Sea is to be secure from incursions of pirate sealers. Owing to the accumulation of ice along the coast of Iceland, the inhabitants were reduced to the verge of starvation and many emigrated to Manitoba. An extensive dynamite plot was discovered in Chicago. Mormon missionaries in Tennessee were tarred and feathered. The Algerian Government spent \$150,000 to exterminate crickets. The "blue and the gray" held a reunion at Gettysburg. Snow fell in the suburbs of London.

## AUGUST.

The Indians of Arizona engaged in hostile acts. The Father Mathew Temperance Societies of America convened in Boston. Gen. W. F. ("Baldy") Smith was retired from the army. The centenary of the admission of New York to the Union was celebrated at Poughkeepsie. Major-Gen. Schofield was placed in command of the army. Yellow fever became epidemic at Jacksonville, and Tampa, Fla.

## SEPTEMBER.

Congress voted \$300,000 for the yellow fever sufferers. Major Bartlett, leader of the expedition in search of Stanley, was betrayed by Tippoo Tip and slain. A panic existed in several of the Southern states, on account of yellow fever. Battles occurred between the English and Thibetans on the north of India. Major William Warner, of Kansas City, was elected commander of the G. A. R.

## NOVEMBER.

The Chinese lepers of British Columbia communicated the disease to the Indians. Minnesota established a soldiers' home near St. Paul. Mysterious murders in the Whitechapel district, London, baffled the police.

## DECEMBER.

The Arab besiegers were routed at Suakim by English and Egyptian forces. Reports tend to confirm the belief that Stanley is alive.

OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1889: 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 5 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.



## THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

### CIVICS IN OUR PUBLIC SCHOOLS.

By SUPT. F. B. GAULT, Tacoma, W. T.

Civics is understood to mean the "science of citizenship." The state educates its youth for citizenship. The question is whether a body of knowledge, bearing specifically upon the duties and privileges of citizenship, shall form a part of the common school course of instruction. A science, to avail, needs an operative force or agent. That which puts the science of citizenship into practical operation is patriotism.

To instil into children, native and foreign, the love of country it the first thing.

"He best will serve the race of men  
Who loves his native country best."

A very patriotic man, though very ignorant of his political privileges, is a safe man. The love he bears his country will impel him to a conscientious discharge of his civil obligations. A man well-informed upon affairs of state who is not imbued with a deep feeling of patriotism is a very unsafe member of the body politic.

Happily patriotism may be taught in our schools without adding to a course of study already overburdened.

1. By the singing of patriotic songs in all grades. The national hymn, America, the Star Spangled Banner, and other national hymns and airs should be sung in every school in this land. They never wear out, the melody and sentiment are always pleasing to children. There is in the human breast a natural fondness for martial airs.

2. By memorizing patriotic mottoes and sentiments. Our political literature is replete with these apothegms, maxims, and other utterances that will impart true and useful notions of our civil relations and obligations.

3. The celebration of the birthdays of eminent American patriots and statesmen, men

"Whose remembrance yet  
Lives in men's eyes; and will to ears and tongues  
Be theme and hearing ever."

Thus the lives, times, and influence of Washington, Franklin, Jefferson, Lincoln, Grant, and a host of worthies may be brought prominently before the minds of very young pupils.

4. Our reading books, especially the third, fourth, and fifth numbers, should contain more biography, more history of our national struggles, more of colonial annals, more of the growth of the spirit of liberty and independence.

We have already a fine body of supplementary reading of this character:

"Pilgrims and Puritans," Irving's Life of Washington, the autobiography of Benjamin Franklin, Washington's rules of conduct, letters and addresses, Lincoln's Gettysburg speech, and others of like nature are admirably adapted for supplementary reading in the grammar grades.

5. United States history should be read earlier in the school course than it is. It is coming to be understood that children should early be taught to read history; that the force of the narrative, not memoriter work and dry details, gives history a lodgment in the mind. When we consider how eagerly children read history, and how tenaciously they retain what is read, it is surprising that we do not utilize this opportunity more than we do to give pupils those historical facts that will endear their country to them.

What may be done in the high grammar grades by way of outlines of civil government and familiar talks upon the duties of citizens, it is not our purpose to speak; nor do we discuss the formal studies of the high school that bear upon the science of citizenship.

It is said that Grecian children were taught to reverence and emulate the virtues of their ancestors. History contains no virtue, no heroism, no fortitude, no political sagacity, no achievements on the field or in the forum, more worthy the emulation of youth than the pages of our history reveal of the fathers and preservers of this nation. To teach our children these things is to promote patriotism, good citizenship.

The New Year's TREASURE-TROVE magazine has an artistic new cover design. The contents include a bright short story, illustrated, "The King's Business," by Wolstan Dixey.

### INDUSTRIAL EDUCATION.

By J. D. W.

Activity is the first law of childhood. Children love to be doing—let them have something to occupy their fingers, and they will be perfectly happy. Any one who has ever witnessed the supreme delight with which the household pet of two or three summers splashes in a pail of water, dancing and laughing meanwhile with childish glee, or, perhaps, overturns mother's work basket for the pleasure of capturing the truant treasures, will agree with me.

If, then, this activity is a self-evident fact, and one of the laws of nature, why ignore it? Why bind the child down, especially in the early years of school life, to cast-iron rules, and make a wax doll of him? Or why develop one part of the child's nature to the entire neglect of the other?

I hear some one raise the objection that it is the office of the school to train the intellect, and that it should be the office of the home to furnish such manual training as is necessary. True; and the child whose home is surrounded by comfort and refinement, whose parents are educated and intelligent, receives this training to a certain extent; but how about the children of the lower classes? They receive no such training. They work, to be sure, but in such a very clumsy, awkward way as to excite our pity. It is a fact that the more squalid the surroundings, the less deft are the fingers. I have learned this from personal experience. When a child's "fingers are all thumbs," and the actions awkward, an untidy appearance is the usual accompaniment, and, I find on visiting the homes of such children, that poverty reigns supreme, and filth and disorder are rampant. It may be late in the day, but you will find dirty dishes, and the remains of the scanty noon-day meal scattered over a rickety table, while the mother lolls out of the window, or gossips with her neighbors. Clearly, "sloven" is written on every article in that home, and is personified in the mother and child.

All this goes to show that there is a great and growing need for industrial education among the very poorest class of children. The "kitchen garden," with all its dainty household articles, is especially beneficial.

Teachers can do much individually towards the adoption of this sort of training, which not only will be no hindrance to our general work, but will materially aid us in teaching the children to think, a result which we all strive to attain.

For instance: if a drawing lesson is in order, give the children each a slate and a handful of shoe-pegs, and let them form designs with the pegs. You will be surprised to find that, after a little practice, the designs will be really quaint and pretty; the kindergarten rings and half rings can be utilized in this way also. In fact, many of the kindergarten gifts are useful in this work, especially in the sixth grade. The "wee ones" will be delighted to "build" with the blocks, going through all the intricacies of addition and subtraction—always handling the blocks themselves. Then there are the worsted balls. What pleasure they will take in catching the green ball five times, and the red ball six times. How important the little toddler feels when he comes out and shows me how to make fifteen. Later in the day, the little girls, armed with a big worsted needle and some bright colored worsted, may learn how to handle a needle and thread, and, at the same time, make something pretty on a piece of perforated cardboard. And so on *ad infinitum*. We may find a thousand ways to aid the child to follow his natural inclinations to be doing, and, at the same time, draw nearer, step by step, to the ultimate end, that of incorporating "industrial education" into the public school system.

### EASY EXPERIMENTS IN CHEMISTRY.

- I. A lighted stick held in a jar of oxygen burns more brilliantly.
- II. A lighted candle burns more brilliantly in a jar of oxygen.
- III. Sulphur burns in oxygen with brilliancy.
- IV. A watch spring consumes in a jar of oxygen.
- V. Phosphorus burns intensely in a jar of oxygen. These five experiments prove that the more intense the oxygen the greater the heat which can be generated in it. They prove the intensity of oxygen.
- VI. A burning taper held over a small vessel containing oxygen and hydrogen, in proportion to form water, will cause the two to unite, and uniting they form water.
- VII. Take a bottle containing lime water, breathe into it, and the water becomes milky in color. This proves the presence of carbonic acid gas.
- VIII. Sodium thrown upon water burns away slowly

with a hissing sound, because it has an affinity for, and unites with the oxygen of the water.

IX. That sodium has an affinity for oxygen, is proved by the following: Place a small bottle with a long neck in a tin basin containing a little sodium. The bottle must stand on its neck covering the sodium. After a few minutes, place the bottle in its proper position; apply fire to the neck, and it will burn like a candle. This proves the presence of hydrogen and the absence of oxygen, which was absorbed from the inside of the bottle by the sodium, thus proving sodium and oxygen affinity.

X. Putting sodium into a little cavity in an iron weight and applying fire we find that the sodium burns rapidly. By this means it was confined in its place, and enough heat was made and kept in the cavity to burn the sodium intensely.

XI. Potassium put into water burns with a hissing noise, and swims more violently about than sodium. It combines with the hydrogen of the water. Red litmus paper put into a saucer containing caustic soda, changes it to a blue color. Blue paper is turned to red by tartaric acid. Acids turn blue to red. Alkali turns red to blue. Ammonia is an alkali, and was used in the experiment. Test for acid is red paper and sour taste. Test for alkali is blue paper, and an alkaline taste. Saliva is alkaline. Sulphuric acid, the strongest of all, muriatic acid the next strongest, tartaric the next. All of these turn red paper blue. Sodium flame is yellow. Potassium flame is blue. Chlorine and soda coming together form a compound called salt. M. F. M.

### FACULTY CULTURE BY DRAWING.

By FRANK ABORN, Cleveland, O.

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So firmly rooted in us is the feeling that every thing done by the pupil must be carefully inspected and its quality attested, that I find it very necessary frequently to remind teachers that the quality of the drawing resulting from these exercises is of no consequence whatever. The purpose of these exercises, it should be constantly borne in mind, is simply to offer the teacher an opportunity to arouse the curiosity of the children to the end that diligent seeking to discover what the teacher is looking for will be a most potent means of developing the faculty of observation.



Fig. 1—LXVI.

### EXERCISE LXVI.

#### GAME.—Height.

Let the class try who can describe the tallest tree.

Allow a moment for a sketch.

See who have been the observers—who have described the tree having the greatest height compared to the highest artificial object. (Fig. 1.)

See "General Directions," Ex. 1.



Fig. 2—LXVII.



Fig. 3—LXVII.



Fig. 4—LXVII.



## EXERCISE LXVII.

GAME.—To omit what cannot be seen.

Pose two boys, the one close behind the other, facing the school. (Fig. 2.)

Dismiss the poses.

Allow a moment for a sketch.

See who are the observers—who have represented no more of the two posers than they can see.

In this play the children may be also posed in any of the ways described in figs. 3 and 4.

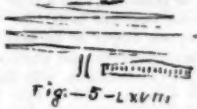
## EXERCISE LXVIII.

GAME.—Breadth.

Let the class try who can describe the broadest tree.

Allow a moment for a sketch.

See who the successful one is—who has described the widest spreading tree compared to the broadest or longest artificial form. (Fig. 5.)



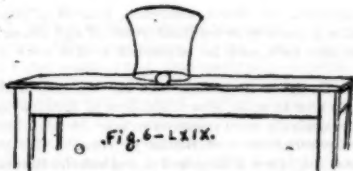
## EXERCISE LXIX.

GAME.—Relative size.

Place the waste-basket on the table, and lay a ball or other small, regular object in front of it. (Fig. 6.)

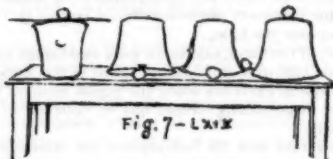
Remove the objects.

Allow a moment for a sketch.



See who are the observers—who have represented the size of the ball relative to the size of the basket approximately correct.

In this play the objects may be arranged in any of the ways suggested in fig. 7.



## EXERCISE LXXI.

GAME.—To omit what is not seen.

Pose a boy with his side towards the school, and holding the waste-basket on his shoulder. (Fig. 1.)

Dismiss the pose.

Allow a moment for a sketch.

See who are the observers—who have represented no more of the boy than they can see.

See "General Directions," Ex. 1.



Fig. 1-LXXI.



Fig. 2-LXXII.

## EXERCISE LXXII.

GAME.—Position of the upper arm.

Pose a boy facing the school and holding the waste-basket on one shoulder, so that his upper arm rests against his head. (Fig. 2.)

Dismiss the pose.

Allow a moment for a sketch.

See who are the observers—who have represented the upper arm as resting against the head of the pose.

## THINGS OF TO-DAY.

The women of Dakota are making a strong effort to get a woman suffrage law passed. [What arguments are advanced in favor of women voting? Who are the leading advocates of the movement?]

Troy, N. Y., is about to celebrate its centennial. [Where is it located, and for what is it noted? Who discovered the Hudson river? What place was originally called Fort Orange?]

Gen. Howard has been installed as commander of the department of the Atlantic. [What famous soldier, now deceased, formerly commanded that department? Tell what you know of Gen. Howard's war record. Why is our army small compared with those of European nations?]

The Canadian parliament convened January 1. [Of what empire is Canada a part? Name the provinces of Canada? What are the principal cities? Between what states and Canada are there natural boundaries?]

Gardner, the opium smuggler, was convicted at Auburn, N. Y. [What is smuggling? How is opium obtained? In what forms is it prepared? What is its effect on the system when taken in excess?]

The refineries trust monopolizes the sale of sugar. [From what plant is sugar obtained? How is it manufactured? Which are the sugar producing states? What is a monopoly?]

There was an increase of \$11,500,000 in the public debt in November. [How was the public debt contracted? Can you mention any time when the United States was out of debt? How is the money collected for the payment of the debt and the expenses of the government? Who pays this, and how do they pay it? How much money should the government collect?]

A sharp decline is reported of Panama canal shares on the Paris Bourse. [What is the object in constructing the Panama canal? What other great ship canal can you mention?]

The Orient line managers offer to build mail steamers for the Dominion government that will cross the Atlantic in five days. [What is the best time made by an ocean steamer? How long did it formerly take sailing vessels to cross the Atlantic?]

## FACT AND RUMOR.

Mr. Gladstone has just celebrated his eightieth birthday. [What position did Mr. Gladstone once hold in England? With what movement is he identified. In what respects does the English government resemble that of the U. S. ?]

New York will soon have as a resident Dona Isadore Cousins, of Chili, the wealthiest woman in the world. [Who are the wealthiest New Yorkers? Name some wealthy Americans who have used their wealth to found educational and other institutions.]

Sir Francis Clair Ford is mentioned as a successor of Lord Sackville. [State what you know of the Sackville incident. What is your opinion of it?]

Charles Dudley Warner will be the new chairman of the Connecticut State Art Commission. [What do you know of him as a writer? Name some of his works.]

Boston Corbett, the slayer of Wilkes Booth, has escaped from an insane asylum in Kansas, and is supposed to be in Mexico. [What are the facts connected with the assassination of President Lincoln? What other political assassinations can you mention? What do you think of them as factors in history?]

President Diaz, of Mexico, has entered upon his third term as head of state affairs. [How long has Mexico been a republic? What do you know of its early history? Who were the Aztecs? What is the climate of the country and its productions? What language do the people speak? Tell all you know about their appearance and character.]

President Hertenstein, of Switzerland, died from the effects of having a diseased leg amputated. [For what is Switzerland noted? What are the political divisions called? Describe a glacier.]

Lord Salisbury has declared in favor of woman suffrage. [What position does Lord Salisbury hold? For what officers can women vote in some cities in the U. S. ? What arguments are advanced for and against women voting?]

Keep your blood pure and you will not have rheumatism. Hood's Sarsaparilla purifies the blood.

## THIRTY-FIFTH ANNUAL MEETING OF THE NEW JERSEY STATE TEACHERS' ASSOCIATION.

The thirty-fifth annual meeting of the New Jersey State Teachers' Association held its sessions in the normal and model school halls at Trenton on Dec. 26, 27, and 28.

The meeting was from first to last a pronounced success. For the last ten years the association has been advancing in power and influence, and to-day it shapes the educational policy of the commonwealth.

President William M. Giffin, of Newark, sounded the gavel for order, and introduced Hon. Chas. W. Fuller, state superintendent of public instruction, who welcomed the teachers of the state to the hospitalities of the capital. Supt. A. B. Poland, of Jersey City, responded very pleasantly indeed. Principal L. C. Woolley and Rev. Dr. Studdiford, of Trenton, conducted the opening exercises, after which Pres. Giffin formally declared the sessions of the association open.

## EDUCATIONAL PROGRESS.

First in order was the report of the committee on educational progress by its chairman, Prof. Jas. M. Green, of Long Branch. He stated the recommendations that had come before the committee at its session in 1887, and gave an account of the success of the committee in furthering the projects therein embodied. Through the action of the committee, aided by the generous assistance of Gov. Green, the state school tax had been increased one dollar per child, thus giving the teachers an increase of salaries, since the measure became a law, and also a more broad and

liberal sentiment regarding the licensing of teachers had been secured. To-day the necessity of a teacher being brought up to the rack of a technical examination at frequent intervals, was a thing of the past. Other measures recommended were under consideration by the committee, and bade fair to be successfully concluded at an early day. On motion this report was received, and a vote of thanks extended to the committee for its labor.

## TONIC SOL-FA.

Prof. Theo. F. Seward, of East Orange, gave an address on "The Tonic Sol-fa System of Musical Notation." Prof. Seward is the pioneer teacher of this system in America. He set forth aptly and forcibly the advantages of this system over the other notations in use in the United States, and turning his audience into a class, soon had each member singing intelligently and with good effect.

## PHYSICAL TRAINING.

Dr. C. P. Linhart, of Newark Academy, read a paper upon "Physical Training," and interspersed it with enough illustrative work to make it extremely practical. He outlined the plan pursued in his school in the training of its boys, and demonstrated the fact that with a very little inexpensive apparatus a school might be equipped with everything needful for satisfactory work in this line.

## CLAY MODELING.

Miss Sara Fawcett, teacher of drawing in the Newark public schools, gave a pleasing talk on "Clay Modeling." She had a little class of Trenton boys and girls that she had never met before, who were furnished with clay in the rough, and she soon had the pupils busily at work. Many spheres were made, and by combinations and separations she showed how the elementary facts in number could be best taught in this way, and a knowledge of the properties of the particular solid under consideration gained at the same time. Miss Fawcett's work was well done.

President Giffin named the following committees:

ON RESOLUTIONS.—Supt. Chas. Jacobus, Prin. Chas. Majory, Supt. C. E. Morse.

ON NOMINATIONS.—Supt. B. C. Gregory, Prin. Edwin Shepard, Prin. H. E. Harris.

ON NOMINATIONS FOR MEMBERS OF STATE EDUCATIONAL COUNCIL.—Prof. A. C. Aggar, Prin. W. A. Derrimer, Dr. N. M. Butler.

ON FINANCE.—Prin. D. W. Kennedy, Supt. John Terhune, Supt. Chas. M. Davis.

ON NECHOLOGY.—Prin. W. L. R. Havens, Supt. E. Haas, Supt. W. N. Barringer.

## SUPERINTENDENT'S QUALIFICATIONS.

In the department set aside to discussions by the superintendents and principals, the first topic discussed was: "What Should be the Qualifications of City and County Superintendents?" and Supt. F. R. Brace, Supt. A. B. Poland, Supt. C. M. Davis, Supt. W. N. Barringer, Supt. Charles Jacobus, Prin. Chas. J. Majory, and Prin. Henry Anderson, each read carefully prepared papers. Without exception the papers took the ground that the superintendent should be a practical teacher of broad, thorough, progressive educational thought and force. The following resolution was adopted:

Resolved: That it is the sense of this meeting that no person should be appointed city or county superintendent who has not had at least three years' practical experience in the class-room, and who is not able to secure at least a first grade county license.

## LICENSING GRADUATES.

The second question up for discussion was: "Should College or High School Graduates be Licensed as Teachers without Examination?" Papers were read by Supt. Jas. M. Green, of Long Branch, Supt. N. W. Pease, of Elizabeth, Prin. Vernon L. Davey, of Orange, Prin. B. Holmes, of Elizabeth, and Prin. Randall Spaulding, of Montclair. These papers coincided in the view that a teacher's license should concern professional more than mere scholastic attainments, and that no diploma not representing a pedagogical course of training should entitle the holder to a license.

## GRADUATING EXERCISES.

Wednesday evening was given over to the graduation exercises of the New Jersey Teachers' Reading Circle, class of 1888. State Supt. Charles L. Fuller presided, and Supt. Barringer, of Newark, awarded the diplomas. Essays of pronounced merit were read by Miss Phoebe Hancock, of Newark, Clarence E. Giffin, of Paterson, Miss C. Alexina Delafolie, of Fort Lee, and most delightful music was dispensed by Mrs. B. C. Gregory and Miss Carrie Murphy. President Giffin outdid any previous effort of his in the recital of Holmes' "The Boys," while Supt. Gregory, the indefatigable secretary of the reading circle, in a brilliant speech presented the class for graduation. One hundred and sixty-five members of the reading circle graduated, and were awarded diplomas.

## TEACHING A PROFESSION.

After the opening exercises on Thursday morning, Pres. Giffin delivered a masterly address on the subject, "Teaching a Profession." In a simple, earnest way that went to the hearts of his hearers, he told how the inspiration he had received from his study of the great lights in education had been productive of good to him in his daily work.

## KINDERGARTEN IN THE PUBLIC SCHOOL.

Miss Josephine Genuing, of Dover, gave a paper on "The Kindergarten in the Public School." Her paper was a plea for the introduction of this valuable adjunct to primary education into the country schools of New Jersey. The city schools, she thought were doing much with this work, and by spreading before the teachers some of the work done by the little ones of her own school, she showed how a country school could do quite as well as her more favorably situated city sister.

## PRIMARY SPELLING.

Prin. A. B. Guilford, of Jersey City, read a paper on "The Teaching of Primary Spelling." He expressed the belief that were pupils not put to writing from memory quite so soon, and did more copying during the first year, the spelling would be better in our primary schools. He gave many devices by means of which the interest of the pupils could be kept alive during the laborious work of learning to spell.

## HISTORY.

Edwin Shepard, principal of Oliver street grammar school,



Newark, gave a talk on "History in the Class Room." The relation of the teacher to the work of pupils in history was admirably set forth.

Principal Charles F. Gleason, also of Newark, followed with a paper on "Methods in History." Mr. Gleason has a complete and well-systematized plan for teaching history. Lines of work pursued from beginning to end were displayed and methods explained.

#### MANUAL TRAINING.

"Does Manual Training in reality add another Subject to the Curriculum of our Schools?" Prof. James Green, of Long Branch; Dr. N. M. Butler of the State Board of Education; Supt. Barringer, of Newark; Principal Joseph Clark, of Newark; and Dr. E. E. White, of Cincinnati, spoke on this subject and seemed to agree that manual training was the development of a principle that should permeate all educational work and the systematizing of elements already recognized in the schools.

#### WRITING.

Prof. Cooley, of Windsor Locks, delivered an address on "Writing from a Psychological Standpoint." The necessity of the teacher knowing what she designs to teach before she studies how to teach it was fully brought out by the speaker.

#### HOME MADE APPARATUS.

Prof. John F. Woodhull, of New York City gave interesting and instructive work on "Home Made Apparatus for the School Room."

#### MUSIC.

The subject of "Music" was ably handled by Professor Cooley, of Windsor Locks.

#### READING IN THE CLASS ROOM.

"Reading in the Class-Room," by Miss E. H. Belcher, of Newark, sparkled with vigorous, healthy thought.

#### THE DUTY OF THE HOUR.

On Thursday evening a large audience assembled in Model Hall, and listened to Dr. E. E. White, Supt. of Schools in Cincinnati. His subject was "The Duty of the Hour." Dr. White slowly and deliberately laid before the assembly the needs of our country as expressed in current evidences of our political and social conditions and convincingly argued that the one remedy for existing evils and the one means of further elevation was the education of the masses. In what way they should be educated then occupied his attention. Pertinent truths regarding the mental, moral, and physical training of our youth were given. On Friday the association convened in Model Hall for its final session.

The following officers were nominated and elected: President, A. B. Gullford, Jersey City; 1st vice-president, J. H. Tharp, Swedesboro; 2d vice-president, Julia E. Bulkley, Plainfield; Recording Sec'y, J. Wilmer Kennedy, Newark; Corresponding Sec'y L. C. Wooley, Trenton.

Among the resolutions of special interest adopted were these:

**Resolved:** That it is our belief that the state of New Jersey in educational affairs is moving forward and taking higher ground; that there is an intellectual quickening all along the line; and that we recognize as one of the helps in this direction, the excellently organized institute work done throughout the state during the past season, and the efficient labors of our state superintendent in connection therewith.

**Resolved:** That we recognize the state reading circle as the most valuable and most successful means of permeating the mass of the teachers with a spirit of professional motive work and progress; and that we look forward with hope to the day when this organization in our own, and in sister states, shall consummate its mission in making every teacher a student of the history and principles of pedagogy.

**Resolved:** That we recognize the wisdom of our former actions in constituting a state council of education, which body is representative of this association in advancing educational legislation and in influencing public opinion in right educational directions.

**Resolved:** That we view with especial satisfaction the marked advance of thought and action in favor of manual training as a fundamental principle of education rather than as an additional element to be introduced into the school curriculum.

**Resolved:** That we reiterate our former opinion that the welfare of our schools, especially in the smaller towns and rural districts, demands that the county superintendents should be teachers of successful experience; and that it is a sad state of affairs that tolerates in such office any man incompetent to pass the examinations required of the teachers under his supervision.

**Resolved:** That we appreciate and commend the self-sacrificing professional spirit that induces so many faithful teachers and progressive school superintendents to give up a large part of their holiday vacation to contribute of their time, effort, and means to the advancement, through the instrumentality of this association, of the interests of public school education and that we have our reward in the renewed strength and ambition for better work with which we return to our schools from the inspiration and help here received, directly partake of the benefits and increase the usefulness of the New Jersey State Teachers' Association.

**Resolved:** That while the programs have been increasing in excellence from year to year, this association notices with regret that the interest and enthusiasm of teachers generally have not increased in like ratio, that for the most part the same familiar faces are seen at its meetings, and that it is the opinion of this association, that, as every teacher in the state is more or less benefited by the efforts of the state association either in its influence upon educational legislation or in remedying existing evils in the educational field, so all teachers ought to be willing to make sacrifices for the advancement of its interests by the inspiration of their presence and the aid of their membership, so as to make its programs still better and its influence still greater.

C. JACOBUS.  
CHAS. J. MAJORY.  
C. E. MORSE.

#### READING CIRCLE.

Secretary B. C. Gregory set forth "The Present Condition of the New Jersey Reading Circle" in a clear and emphatic manner. Through much labor, under many trials, but yet with never flagging zeal, the reading circle had been brought to its present status. It was to be hoped, and the present outlook indicated, that the power and influence of the reading circle was only in its infancy.

#### PUNISHMENT.

Dr. E. E. White finished the morning with his lecture on "Punishment." This lecture rounded out the work of the association. The three principal points made were under the character of punishment, after he had established the truth that punishment was a demand growing out of the evils of our nature, and that the end of punishment should be remedial. Punishment should be certain, just, and natural or consequential.

The speaker dwelt upon many reminiscences of his boyhood's experience, and many of those of later years all tending to show the truth of his arguments.

After the installation of the new officers, the association of 1888 stood adjourned without date.

#### ASSOCIATED PRINCIPALS OF THE STATE OF NEW YORK.

ANNUAL MEETING, SYRACUSE, DEC. 28, 29.

#### UNIFORMITY FOR REQUIREMENTS OF ADMISSION TO COLLEGES.

Officers of the state department of public instruction, college presidents, professors and normal school principals, aided and abetted by the associated high school principals of the state, met there last week. The first subject was presented by Prof. R. S. Keyser, of Middleburg, chairman of the committee, appointed to confer with college faculties on the subject of uniformity of requirements for admission into the colleges and universities of the state. He submitted these three questions to all the higher educational institutions of the state:

I. Is there any necessity for change in the regents' college entrance diploma which now admits students to the classical course?

II. Should not a pupil who is admitted as a special student, or to any partial or technical course be required at least to present a regents' intermediate certificate, or to pass an equivalent examination?

III. Should not the requirements for admission to any regular scientific or literary course in college call for a regents' academic diploma, or an equivalent examination?

Cornell favored a more uniform examination. Hobart agreed with the committee. Madison approved the regents' scientific diploma, but saw no reason for changing the college classical course. Rochester thought any effort to make entrance examinations in the case of special students would be useless. Union and Vassar favored the project. Prof. Wheeler, Dr. Watkins, Prof. White, and Principal Keyser, took part in the discussion. Dr. Albert B. Watkins, of the regents' department, Prof. H. S. White, of Cornell, and Prof. H. M. Lovell, of Union, were appointed a committee, for the purpose of securing uniform entrance requirements in the colleges and universities of the state.

#### TRAINING CLASSES AND NORMAL SCHOOL INSTRUCTION.

This resolution was submitted:

As the licensing of teachers has been placed in the hands of the superintendent of public instruction, ever since our school system was organized, and as it is desirable that the teachers' classes should be part of a symmetrical system for the training of teachers, which system should include the normal schools, and be in consonance with the uniform examinations, we think that the management of the teachers' class should be transferred to the department of public instruction.

Prof. C. E. Hawkins, of the regents' office said: Normal schools send out 300 teachers annually. The teachers' classes furnish more than 3,000 teachers annually. Seventy-five per cent. of those instructed in the training schools, are now teaching in our common schools. Teachers' classes should cover a longer period, and do better work.

Dr. Watkins, assistant secretary of the regents' said: There has been, from the beginning the lack, at the close of a course of instruction in teachers' classes, of a legal license to teach, and this can come from the superintendent of public instruction alone. During the past year the organization of the uniform examination, and the requirements that at the close of instruction in a teachers' class, its members shall pass them to secure a license to teach, has produced such satisfactory results, that if the interests of the schools demand the change, I shall readily concur in it.

State Superintendent Andrew S. Draper said: "I have learned some things, and I have changed my mind in many things since I became superintendent of public instruction. When, two years ago, a movement was made to organize a state board of public education, using the board of regents as a nucleus, I was in favor of the scheme. I now think such action would have been a mistake. In our educational work there is a well-defined line of demarcation. The supervision of the common schools' work is under one authority. The supervision of the secondary schools is under another. There are four agencies for supplying the common schools of the state with teachers: Normal schools, teachers' classes, uniform examinations, and teachers' institutes. These agencies, to produce the best results, must be organized so that they will help each other. This cannot be done unless they are all under one authority. The normal schools cannot meet the demand for teachers. If their facilities for turning out teachers were great enough to supply all the schools, it is folly to suppose that the pupils will go through all their years of preparation and then go back into the country to teach for an indefinite time for from \$1.50 to \$5.00 a week. Teachers' classes should be a part of the normal system. There should be two terms and a uniform course of study should be employed. There should be such an arrangement that when one completes a course in a training class satisfactorily, he will have authority to teach in the public schools. The examinations should be so arranged that the easiest way for candidates to do to obtain certificates will be to go through a training class.

Principal Cook, of the Potsdam normal school, favored the resolution, and was followed by Dr. Sheldon, of the Oswego normal school, who said he would be glad when the time arrives that normal schools should do simply professional work. He would be glad when elementary work would not be necessary in normal schools.

The resolution that the management of the training classes should be transferred from the regents' department to the department of public instruction, was then unanimously passed.

The chair appointed Prof. I. C. Morris, of Canandaigua, Prof. H. W. Callahan, of Penn Yan, and Prof. E. R. Payson, of Binghamton, a nominating committee.

"The Methods of Interesting Pupils in Current Events" was generally discussed.

#### PHYSICAL TRAINING.

Prof. A. C. Hill, of Havana, said we need instruction so that we can live longer. Boys come to school from active work and have practically no physical exercise. The result is failure of health. He condemned the horizontal bar as injurious.

Dr. Sheldon said the pupils should not only take physical exercise, but have a thorough course of training in physical culture. Normal pupils who are to become teachers are taught in the Oswego normal school how to treat their pupils from babes up. The Delsarte system is the method of physical culture used at Oswego.

Prof. Allen, of Canandaigua, said there was need of instruction among those who have taught for years. He thought they should take gymnastic exercises themselves, and instruction also, so that they shall be able to properly instruct their pupils. He had been benefited by horizontal bars.

Principal Skinner, of Hancock, said a large number are obliged to attend the institutes that are held. He thought the department of public instruction ought to be asked to furnish special instruction in calisthenic exercise and physical training.

Dr. Noah T. Clark, of Canandaigua, said that there was no reason why any man or woman, fitted to take charge of a school, should not be able to prepare exercises which would benefit their pupils.

Prof. Farr, of Glens Falls, spoke earnestly in favor of military drills. His pupils entered into it with enthusiasm, and in his school it had been a grand success. There are no muscles in the arm, leg, or body which are not brought into play by this drill.

Prof. Downey, of Elmira, agreed with Dr. Sheldon in thinking prospective teachers should understand the body and how to train it.

Prof. Salisbury, of North Cohocton, told of a large class of young ladies seventeen or eighteen years of age whom he saw all sitting on one foot, and he wondered if this were a common habit.

Principal Cook, of Potsdam, said his teachers undertook to teach pupils how to walk, how to sit, how to breathe, and how to dress. Girl students were required to take off high-heeled shoes. They were required to read Blakie's "How to Get Strong and How to Stay So," even if they had to neglect the Bible for a time. High-heeled shoes are as great an evil and life-destroying agent as tight lacing. The work of physical culture is the foundation of mental and moral culture.

Prof. Robinson, of Albany, said he was seriously contemplating putting in work benches for girls as well as boys, as a good physical exercise. He had taken compulsory training at college for three years, but he would not give a button for it all. He would give more for voluntary physical exercise, rowing on the river, or taking a run over the hills.

Dr. Hoose, of Cortland, said there were two things to be considered. Pupils can over do. Again, there is the undertaking to carry out physical exercises when the pupils have no heart in it. He believed in physical exercise, but he believed in labor connected with it.

Dr. Taylor told how he had allowed his students liberty in selecting exercise. He found some of his girl students using the boxing gloves, and they got quite animated.

Prof. Hill said that he did not understand it to be a fundamental principle that one did not get benefit unless he liked the work he did. As to Dr. Robinson's remark about taking a run over the hills, Prof. Hill said his experience in Albany in the winter had not been such as to warrant him in undertaking to run over the hills. He found it required all his efforts and ingenuity to be able to walk in Albany in the winter.

#### WHAT ARE THE GENERAL PRINCIPLES OF EDUCATION?

Dr. Sheldon said there were no general principles upon which educators agreed. Ideas first, words afterwards, he advocated. He finds, however, that in text books this principle is reversed. Words first; ideas afterwards. In most of the teachings this was the method employed. Words and ideas are so closely related that some philosophers claim that we can not think, or reason, or follow up a continued or related line of ideas without language. Dr. Sheldon said that the child before being able to speak had thoughts and ideas. A man who has never spoken had ideas, thoughts. In the lecture room the lecture first and the illustration afterward was the rule employed. It all ought to be reversed.

President Webster, of Union College, was called upon. He often felt he said that the attempt was being made in these latter days to train all sorts of men in some one way. He believed in filling up the children. Fat the young things. He didn't care a copper whether they understood it or not. He would fill the child up with the multiplication table so that a part of it stuck out of his mouth. This may not be a generally accepted principle but it was a generally accepted principle so far as he was concerned. If a child asks questions tell him he is impertinent. Dr. Webster did not know whether he was talking seriously or not. He certainly did not ask to speak. [We trust, for the honor of education in New York, that he was not in earnest.—EDITORS.]

Prof. White, of Cazenovia, thought if Dr. Sheldon could see how his principle worked in the hands of a less able teacher than himself he would drop it. He could not see the propriety of any rule at all. He believed the memory an important faculty of the mind and ought to be cultivated. Memory supports the judgment and supplies material for the reason. It is a hard thing to require a pupil to formulate a rule before he has learned the use of words.

Dr. Hoose said we were at sixes and sevens on education. He could not get it out of his mind that the shell is not a part of the egg, that the hide and hair are not a part of the ox. One of the first things that ought to be done with children is to teach them a vocabulary, if they are expected to become proficient scholars. There ought to be a time in childhood when a boy should enjoy unalloyed liberty. If a boy wants to stand on his head, let him stand on his head. If you don't like his looks don't look at him. If a girl wants to climb a tree, let her climb a tree. Let the child learn the process.

Prof. Williams, professor of pedagogy in Cornell University,



Prof. Irving B. Smith, of Warsaw, Prof. Black, of Schuylerville and others participated in the discussion.

#### WHAT CAN BE DONE TO MAKE TEACHING BETTER?

The work accomplished, under this head, is very well summed up in the report of Prof. W. D. Graves, of Delhi, chairman of the committee on resolutions, which were submitted at Saturday morning's session and adopted:

**Resolved:** First—That this association recognizes the importance of the systematic consideration of current events as a regular exercise, either daily or weekly, by the academic schools of the state.

Second—That it is desirable that the colleges of the state arrange a uniform preparatory course tending to their scientific and technical course, and that the regents of the university make such changes in advanced regents' examinations as shall cover this course and grant a college entrance diploma for the completion of the same.

Third—That it appears desirable to transfer the management of the teachers' classes to the department of public instruction, and that the courses of instruction of the teachers' classes and normal schools be made to harmonize.

Fourth—That regular physical training is a feature that should be recognized and encouraged in all secondary schools.

Fifth—That in view of the diversity of opinion existing with regard to the introduction of sight translation in the regular examinations in Latin and Greek it is recommended that the principals of the academic schools give the matter their careful consideration with a view to future definite action.

#### MISCELLANEOUS WORK.

Mary V. Lee, M. D., illustrated her exercise by means of a human skeleton and a cat skeleton. She stated that in her classes dogs were frequently dissected, and that her young women teacher scholars got to think no more about it than if they were carving turkey, duck, or chicken, on a holiday.

The committee on geography reported through Prof. Farr, of Glens Falls, that in their opinion far too much time was spent on geography in schools.

Prof. H. A. Taylor, of Canandaigua, was appointed a committee of one to confer with a committee of one from the school commissioners, a representative of the department of public instruction, and the assistant secretary of the board of regents, in regard to a revision of the school register.

#### OFFICERS.

President—C. T. B. Smith, of Lansingburg; Vice-President—Gardner Fuller, of Batavia; Secretary and Treasurer—A. C. Hill, of Havana; Executive Committee—George A. Bacon, of Syracuse, W. P. Thompson, of Auburn, and B. G. Clapp, of Fulton.

(NOTE.—Some points omitted in this report will be added in a future issue of the JOURNAL.—EDITORS.)

#### THE EASTERN OHIO TEACHERS' ASSOCIATION.

The annual meeting of the Eastern Ohio Teachers' Association, was held at Newcomerstown November 30. A paper was read by Supt. B. T. Jones, of Bellaire. He said that the state of Ohio had not a superintendent within her borders who had advanced a single idea in education worthy of commendation. He claimed that the great object of the average superintendent seemed to be to increase his salary, even at the expense of the hardworking teachers. He also said that, as far as he knew, not one superintendent possessed a library of fifty professional books, and he asserted that if for two years they were to read books on the science of education and teaching, each one would find himself drifting toward the "new education." Supt. H. W. Compton addressed a thousand persons upon "The Industrial Problem in Education." There were three hundred teachers in attendance.

#### CONNECTICUT.

The Christmas exercises at Union Free school, Port Chester, No. 4, were held on Thursday. A large number of the parents and friends of the pupils were present.

The new mayor of New Haven, Mr. Henry F. Peck, has been a member of the board of education for a long term of years.

Superintendent S. T. Dutton, has been invited to deliver an address on "Education and Crime" at the next meeting of the American Social Science Association, of which Hon. Francis Wayland is president.

Principal C. F. Carroll, of the state normal school, has been severely sick for several weeks.

#### MISSOURI.

The Missouri Valley Teachers' Association met at Harrisonville, Dec. 27, 28 1888. The following subjects were discussed: "Music as a Factor in Intellectual Growth," Prof. R. P. Rider, Liberty; "Spontaneous Creation," Dr. S. S. Laws; "The Status of the Public Schools of Missouri," State Superintendent W. E. Coleman.

#### NEW YORK CITY.

A meeting of ladies and gentlemen interested in the establishment of a woman's annex at Columbia College was held last week. Ex-Judge Neah Davis presided, and Mrs. A. Meyer and Joseph H. Choate made addresses. At the suggestion of Mr. Choate a committee was appointed to devise a scheme for the organization and conduct of the annex.

The conditions under which the trustees have agreed to the establishment of a woman's annex are: That the building shall be acquired by friends of the movement, and without pecuniary aid from the college; shall be held and managed by an incorporated association, and shall be used for instruction only; that the professors and instructors shall be taken exclusively from those employed at Columbia College, and that after the annex has been in operation four years, the college may terminate all connection with it upon proper notice if the annex is not found to work satisfactorily.

Mrs. Grace H. Dodge presided at the monthly meeting of the woman's conference last week in Association Hall. Superintendent W. R. Stocking, of the Blackwell's Island workhouse, made an

address on the character of that institution and its inmates. About fifty per cent., Mr. Stocking said, of those who were sent to the workhouse were on sentence of ten days or less. A great portion of these were discharged before the expiration of their terms. One of the improvements of the workhouse management that could be made would be the reduction of the number of short sentences by making the sentences cumulative. A second correction for a misdemeanor might be made to incur three months' time, a third six months, and a fourth one year. Another remedy would be to curtail the power of discharge by placing that power in the hands of the commissioners of charity and correction, they to act on the recommendation of a committee which should consider individual cases. Such cases should be considered not only in regard to their record at the institution, but also as to their family relations outside.

Mr. Stocking said that since January 1, 1888, 11,900 men and 10,230 women had been received in the institutions; 900 of these were boys and 300 were girls under twenty-one years. In fourteen years there had been 141,823 males and 120,066 females under the control of the city in these institutions, and the present cost of 14,000 inmates was about 16 cents a day.

At the meeting of the board of education on January 2, a new president will be elected. J. Edward Simmons, who now holds the office, is a candidate for re-election, but it is reported that he will be opposed by a number of the members, including those who have just been appointed by Mayor Hewitt. "I am a candidate for re-election," said Mr. Simmons recently, "that is, unless there is some good reason to show that I should not be. I am not particularly anxious for the place, and I doubt whether my duties will permit me to remain much longer in the board. As to the statement that Mayor Hewitt is opposed to me, and desires to see me defeated, I do not think there is any truth in it. He is a gentleman, and he does not work in that way. Mr. Simmons will probably be re-elected.

The school trustees of the Tenth ward have nominated Miss C. H. Murdock, as principal of Primary School No. 10. The trustees have been divided over this nomination, and have been at a deadlock for three months. Miss C. V. Davis was nominated for principal of Grammar School No. 7, from which Miss Banker resigned last month. Both these nominations will come before the board of education at its regular meeting for confirmation. Trustee Bailes, whose vote for Miss Murdock in the board broke the deadlock, recently said that the report that he had been influenced by religious or political considerations in his action was entirely untrue. Miss Murdock has been for twenty years a teacher in the school, and her appointment is in the line of promotion.

Prof. John F. Woodhull, of the College for the Training of Teachers, will begin his second course of Saturday morning lectures to teachers at 9 University Place, New York City, on Jan. 5. The purpose of this course will be to show how elementary physics may be taught in grammar, and high school grades experimentally by means of home-made apparatus. The lectures will begin at 10 A.M., and will be followed by a period of laboratory instruction continuing until 12 M.

#### BROOKLYN.

The annual report of Joseph C. Hendrix, president of the board of education, was made public recently. It shows that the receipts of the department of instruction for the year ending November 30 were \$2,623,028, and the expenditures were \$2,175,247, an increase of \$145,744 over the previous year. For the coming year the city has appropriated \$1,536,085, a decrease of \$236,203. The largest item of decrease is in the appropriations for new buildings, and on this subject the report says:

The needs of 1889 will not be more than met by the buildings now under way, and building should commence early in 1889 for the three succeeding years. The appropriation of \$100,000 by the city for 1889 is already included in the amount of pending contracts, and before the close of this year plans will be ordered for buildings requiring the entire amount of \$400,000, for which bonds have been authorized by the legislature. These buildings will not be finished before 1890, by which time the demand of an increase of two years' more growth of the city will be upon us. The extent of this demand cannot be foretold.

Since January 1, 1888, five new schools have been organized, and an addition to one school has been opened, providing eighty-six new class-rooms, and 4,922 seats. The total present accommodation for pupils is placed at 78,857. In September and October, 1887, 1,354 children were excluded from the schools for lack of accommodation, and in the same months this year, 1,301. The sanitary condition of the schools is thus discussed:

The work of improving bad school-room accommodations has been held to be of importance, as well as that of providing additional seats. All of the demand for extra seats at this date might have been fully provided for if the board had permitted many school-rooms to remain unfit for occupancy, and had confined itself to building cheaper buildings in the growing parts of the city, and filling them as the old buildings were filled. The lack of school-room for five and six year old pupils is a benefit compared with the existence of a primary school-room, almost unventilated, containing a hundred children, its hot air loaded with organic contamination, depressing the physical and mental energy, and filling the body with seeds of disease.

The report also suggests that evening schools be devoted to the instruction of Scandinavians, Poles, Italians, and others of foreign birth in need of instruction in the English language, and they go on to say:

In certain quarters of the city there is already developing a problem of the education of children, who know only a few words of our language, and this problem is made more difficult by the tendency of emigrants to swarm into neighborhoods by nationalities.

**OUR NEW CLUB RATES for the SCHOOL JOURNAL for 1889:** 2 new subscriptions, \$4.50; 1 new subscription and 1 renewal, \$4.50; 3 new subscriptions, \$10.00; 1 renewal and 4 new subscriptions, \$10.00.

## LETTERS.

358. A SUGGESTION.—"But there are a few of them, the Rip Van Winkles of the profession, who if a free copy of Webster's Dictionary was offered would not send a postal card to order it." I quote the above from your columns. A teacher ought not to write for the copy, first, on the score of independence: second, the publishers would expect him to be ready to help any scheme of theirs. Publishers are wiser than serpents and, I suppose, more harmless than doves.

Minnesota.

SUPT. A. W. RANKIN.

359. WHERE ARE THEY?—What becomes of all these "highly trained minds," ground out through examinations, that Mr. Harrison talks about in the *Nineteenth Century*? Are they becoming the leaders in thought in England? Are they the great brainy fellows in the front rank of progress?—the Gladstones, Disraelis, Pitts, Henry Eighth, Shakespeares, Walter Scotts, Byrons, etc., or are they the other class spoken of in your editorial found so abundantly in the teacher's line of work?

We are having an immense amount of examinations, and hot-house forcing, and yet have constant complaint of the woeful ignorance of teachers. What is the matter?

Springfield, Mo.

J. FAIRBANKS.

360. THE MAGNETIC POLES.—Who discovered the magnetic poles, and where are they located?

On June 1, 1831, Commander James Clark Ross, attached to the Arctic exploring expedition commanded by Capt., afterward Sir James Ross, discovered the magnetic north pole in latitude 70° 5' 17" north, longitude 96° 40' 45" west from Greenwich. A few years later Sir James Ross, from investigations made by himself, determined that the magnetic south pole was in 154° east longitude, 75° 30' south latitude.

361. THE INITIALS H. W. H.—Who wrote, about thirty years ago, over the initials H. W. H.?

H. M.

Henry William Herbert, also known as Frank Forrester. He was the son of the Hon. and Very Rev. William Herbert, Dean of Manchester, was born in London, April 7, 1807, and came to this country in 1831. He married and lived near Newark, N. J., writing books on field sports, until May 17, 1858, when he killed himself.

362. CORRECTIONS.—Problem No. 2 under Arithmetic, page 125 of December TEACHERS' INSTITUTE, requires a different answer than the one given, unless a secondary meaning of the word "either" be taken. The problem surely should be definite in terms. The phrase, "exclusive of either day named," renders it doubtful.

The author of the poetical quotation under Grammar is not Prentiss. Sargent S. Prentiss was a distinguished and very eloquent Mississippi lawyer and not a poet. George D. Prentice was editor of the Louisville Journal, and a poet and wit. The latter was the author of the extract. This error is growing more frequent as we pass further away in time from these men. Not long since, in another state, a derivation of "affect" was used instead of one of "effect."

Dakota.

W. H. H. BEADLE.

#### ANSWERS.

(Question 142).—The teaching of phonics is, first of all, invaluable as a means of physical development, requiring an erect position, expanded lungs, deep inspiration, power to manage and economize the breath. It brings into play the abdominal, intercostal, and dorsal muscles, as well as the muscles of the jaws, lips, and tongue. It cultivates the prompt, easy, energetic action of these muscles, resulting in ready, smooth, and melodious utterances in reading, reciting, singing, or talking. It enables one to pronounce without hesitation, long or uncommon words, and is a great aid in learning the pronunciation of foreign languages. It cultivates the ear, not only for discrimination of sounds, but pitch and inflection. As a means of discipline in the school-room it is of immense value, a spirited drill in vowels and consonants taking the place of, and accomplishing better results than any scolding or punishing could do. Ask not, What are the advantages of teaching phonics? but rather, Is there any other one line of work which possesses so many?

C. B. L.

(Question 149).—The poem is entitled "Labor is Worship," and was written by Frances Sargent Osgood.

C. B. L.

(Question 122).—It would seem as if nothing is the object complement, and that *die* meaning more would be an adjective modifying nothing.

(Question 123).—Certainly; but not government officials, who reside elsewhere.

(Question 124).—No; any more than we in Germany should be compelled to speak German entirely.

(Question 125).—What harm will result, if he continues?

(Question 128).—(a) Both go together—See Word Method. (b) Not learning alone; but thinking correctly.

(Question 130).—Make radical changes slowly. Begin by showing its impropriety, then by slightly abridging the amount, until finally by gradual changes you have abolished it entirely.

(Question 131).—Refuse to notice them until they address you properly. Insist upon their raising their hands.

Second Mo., N. Y.

G. E. M.

#### 1000 Best Books for School Libraries.

What they are, what ones are suitable to different ages, also how classified, retail prices, discounts to teachers, etc., in a neat 64 page catalogue. Free to teachers on application. Books in stock. E. L. KELLOGG & Co., 25 Clinton Place, New York.



## BOOK DEPARTMENT.

## NEW BOOKS.

**THE FIRST THREE YEARS OF CHILDHOOD.** By Bernard Perez. With an Introduction by James Sully. New York and Chicago: E. L. Kellogg & Co. \$1.50.

There is a growing interest among educators to understand the early development of the mind. How do children acquire knowledge? How is it that they learn to think, to judge, to reason, to imagine, to know, to comprehend? At one time we see a group of children in school with little knowledge; in a few years they occupy the place of the farmer the merchant, the lawyer, the physician, and the teacher himself. How has this transformation been wrought? The way to answer these inquiries is to study the child himself; to begin with him at the beginning, and to watch his methods, and to write them down. This was done by the author, a very acute observer, and thus we have this most interesting volume. It must be remembered that the observations here made were confined to the first three years, and that a number of children were attentively observed. The development of the sentiments, of veracity, imitation, credulity, and the will are shown. The attention and memory are plainly seen at work. The association, the imagination, the judgment, comparison, the constructive instinct, and the idea of beauty, are all noticed in their germinal form. This book will dispel the illusion that children are born with minds on which anything can be stamped. They are born with every faculty in germ; none are ever added. Hence is derived the cardinal principle of modern education, that the teacher can only watch and direct the spontaneous movements of the child's mind. The study of a child's mental growth is of the utmost importance to the teacher. Thus he learns how the young being proceeds in groping its way out of darkness into light. Thus Pestalozzi and Froebel became able to so profoundly affect the education of to-day—by closely considering the direction which children's activity spontaneously follows. If the teacher watches the ways of the child, he will see that the analysis, comparison, etc., come into play under the stimulating influence of a strong external impression. There are teachers that desire to understand the supreme necessity of training the senses and the faculty of observation, to know what objects bring the child most pleasure, to know how he attains to the condition of knowledge. This volume is written to be of service to the inquirer; it will show what kind of teaching is founded on philosophy, and what on custom. It will set many to look into their methods to see if they are dictated by Mother Nature. This volume has a valuable index, the references under child, for example, number over 30. It is handsomely printed, durably bound, and will be a treasure, not only for primary and kindergarten teachers, but every student of the psychology of the child's mind.

**AIMS AND METHODS IN CLASSICAL STUDY.** By William Gardner Hale. Boston: Ginn & Company. 47 pp. 20 cents.

This neatly prepared pamphlet contains the address of Professor Hale, as delivered at the meeting of the Massachusetts Classical and High School Teachers' Association in Boston, and is especially suited to classical students.

**TRAUMEREIEN MARCHEN.** von Richard Leander. Selected, Edited and Annotated by Alphonse N. Van Dnell. Boston: D. C. Heath & Co. 103 pp.

The stories found in this pamphlet, one of "Heath's German Series," are written in good, easy German prose, and may well be used in beginners' or intermediate classes.

**MOLLY BISHOP'S FAMILY.** By Catherine Owen. Boston and New York: Houghton, Mifflin, & Co. The Riverside Press, Cambridge. 285 pp. \$1.00.

This book is not at all a story or novel, as some might think from its title, but, on the contrary, it is full of the most every-day common sense, and practicality. The way in which Mrs. Bishop brought up her family, is not, the author states, a theory merely, but an experience. In the book are found some of Mrs. Bishop's excellent recipes, for she was a notable housekeeper; her way of managing her children—and a variety of her other very sensible plans, have been used by the author to produce, with her well known, skillful pen, a most interesting book.

**ALDEN'S MANIFOLD CYCLOPEDIA OF KNOWLEDGE AND LANGUAGE.** With Illustrations. Vol. 10. Cosmography—Derby. New York: John B. Alden, Publisher. 640 pp. Cloth, 50 cents; half Morocco, 65 cents.

The issue of the tenth volume of this most useful and comprehensive little cyclopedia, shows how well the publisher is keeping his promise, which was, to send out one volume monthly. This number contains about one hundred illustrations, and some of the articles are surprisingly extended,—for instance, Cotton occupies twenty pages, Darwin and Darwinian Theory, seventeen pages, Creeds and Confessions, five pages, and so on. When complete, this will be one of the most valuable publications, and one of its great charms is, that its low price places it within the bounds of every one who ever uses a cyclopedia.

**FROM FLAG TO FLAG. A Woman's Adventures and Experiences in the South During the War, in Mexico, and Cuba.** By Eliza McHattom-Ripley. New York: D. Appleton & Co. 296 pp. \$1.00.

The years covered by this narrative are full of stirring interest. The first pages describe a plantation home in Louisiana. Then follows chapter after chapter, in which the distress and horror of the Civil War are seen, and where pathos and humor are mingled, showing also how the author bore a part in the exciting times, and did in reality fly from flag to flag.

**EATING FOR STRENGTH; or, Food and Diet in their Relation to Health and Work, Together with Several Hundred Recipes for Wholesome Foods and Drinks.** By M. L. Holbrook, M. D. New York: M. L. Holbrook & Co. 296 pp. 75 cents.

The object of this volume is to present the most recent facts of science, in a way to make them valuable for actual use, in daily life. The right relation of the various kinds of foods to the needs of the body, have been fully and clearly stated. Tables have been arranged showing just how much of each particular food is needed, in order to provide the body with the required amount of proteids, carbo-hydrates, and fats. These Tables have been prepared especially for this work, and are full of interest, as well as

being of practical value. Out of the multitude of recipes given for wholesome foods and drinks, enough can be selected by the use of which a longer and more comfortable life may be induced.

**BEHIND CLOSED DOORS.** By Anna Katherine Green. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 523 pp. \$1.00.

Any one who remembers the intensely interesting story of "The Leavenworth Case," by the author of this volume, may be well prepared for the fascination found in each of its pages. It is perhaps the best detective story ever written, and chains the reader's attention until the last. The characters and scenes are most striking and life-like.

**FORWARD FOREVER! A Response to Lord Tennyson's "Locksley Hall Sixty Years After,"** Heaven on Earth and Other Poems. By William J. Shaw, The Poet Hermit. New York: Fowler and Wells Co. 34 pp. 25 cents.

The "other poems," found in this little book are: "Stand Fast," and "The Evening Hour," making in all a neat, square little chaplet of thirty-four pages.

**DER ZWERG NASE.** Marchen von Wilhelm Hauff. With a Sketch of the Author's Life. Boston: Charles H. Kilborn, Publisher, 5 Somerset Street. 88 pp. 15 cents.

Uniform with "The Story of All Baba and the Forty Thieves," this volume contains an interesting story, one of a group called Der Scheik von Alessandria und seine Sklaven. The language is simple, and the style sprightly.

**HISTORY OF EDUCATIONAL THEORIES.** By Oscar Brown- ing. New York and Chicago: E. L. Kellogg & Co. 50 cents.

This is an enlarged edition of a work that contains much valuable historical matter relating to education. It forms No. 8 of the "Reading Circle Library." It contains new features, four in number: 1. Each chapter is analyzed. 2. A full index of subjects. 3. A good sketch of Froebel is given, pointing out his educational discoveries. 4. The American common school is described. For American teachers the last was most needed. The foundation ideas, the influence of Pestalozzi and Froebel on these ideas, and the school of to-day, are all carefully sketched. The index of subjects is unusually full and will aid in making it a volume that can be used as a text-book on the history of education. By the addition of the article on Froebel, it is quite complete for this purpose.

**THE SCHOOL PRONOUNCER.** Based on Webster's Unabridged Dictionary. A Guide to Correct Pronunciation. By William Henry P. Phye. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 366 pp. \$1.25.

The object of this volume is, (1) to supply a knowledge of the elementary sounds and the diacritical marks representing them; (2) to familiarize the student with the combinations of letters used in representing sounds; (3) to teach distinct articulation, by means of the phonetic analysis of words; and (4) to furnish carefully prepared lessons in words often mispronounced. For this purpose the book has been divided into three parts: I. Introductory Lessons on Sounds and their Symbols. II. Drills on the Elementary Sounds and in Phonetic Analysis of Words. III. Twenty-four hundred Words Often Mispronounced. Under these heads the subject is most thoroughly discussed, making the volume one of much value, especially to teachers.

**UGHT TEXT-BOOKS TO BE SUPPLIED GRATUITOUSLY TO ALL CHILDREN IN THE PUBLIC SCHOOLS?** By Homer B. Sprague. Published by S. R. Winchell & Co. Chicago, Ill. 23 pp. 10 cents.

This subject has been well discussed in a paper read at the Massachusetts State Teachers' Association in December, 1878, supplemented by remarks before the National Educational Association in July, 1888, by Professor Sprague. Both papers appear in this pamphlet.

## REPORTS.

**BIENNIAL REPORT OF THE COMMISSIONER OF SCHOOLS FOR UTAH TERRITORY,** for the years 1886-7. Hon. P. S. Williams, Superintendent.

The notable features are a denunciation of Utah's school buildings, and an appeal that the sins of Mormonism be taught in the schools, as an aid in eradicating the evil.

**FOURTH BIENNIAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, STATE OF MINNESOTA,** for the school years ending July 31, 1885 and 1886. Twenty-third report in the series.

The above occupies nearly 300 pages, a special feature being the lengthy statements of the various county superintendents following the state report. A notable feature of the school system of this state, is the careful grading and promotions from the junior to high-school or university classes, much on the same principle as the state regents' system, of New York. A drawback to educational success in Minnesota is found in many districts which are populated almost entirely by foreigners, a large percentage of whom seem to have little sympathy with state institutions. The report also recommends free text-books and supplies, the improvement and beautifying of school-houses, the increase of industrial education, and the abolishing of district school-boards in favor of the township system.

## LITERARY NOTES.

**JOHN C. BUCKNER'S** & Co's recent publication, "First Lessons in English," is receiving many flattering notices from press and educators.

**TICKNOR & Co.** have issued a translation of Gen. Regis de Trobriand's book, "Four Years in the Army of the Potomac."

**LEE & SHEPARD** announce a volume on the mistresses of the White House, from "Lady Washington to Mrs. Cleveland."

**S. C. GREGG & Co.** offer to the public an excellent little work, "Wit and Humor," by William Matthews.

**THE SCRIBNERS** have published a new edition of William Elliot Griffis' work on "Corea, the Hermit Nation."

**A. S. BARNES & Co.** will add the story of President Cleveland's administration to their U. S. history, after March 4.

**D. C. HEATH & Co.** announce that Mr. A. J. George, who edited "Wordsworth's Prelude," so acceptably, has in preparation, to be published early in 1889, "Selected Poems" of Wordsworth, comprising lyrics, sonnets, odes, and narrative poems, such as are requisite for a thorough understanding of the genius of the great poet.

## ANNOUNCEMENTS.

**JANUARY TREASURE-TROVE** magazine has, among its illustrations, drawings by Amy L. Kellogg and by F. A. Feraud, of the Graphic, some fine views in San Francisco, portraits of the Shah of Persia, and of the poet Aldrich, and scenes at the horse-show.

Some valuable suggestions on "How to Receive Visitors in the School," are included in the 75 new pages in the new edition of

Shaw and Donnell's School Devices. E. L. Kellogg & Co., New York and Chicago.

Assistant Superintendent N. A. Calkins, of New York City, so well known by his standard books on "Object Teaching," has in press a little volume for teachers on "Ear and Voice Culture," to be published by E. L. Kellogg & Co., of New York and Chicago.

## BOOKS RECEIVED.

Yale Lectures on the Sunday-school. The Sunday-school—its Origin, Mission, Methods, and Auxiliaries. The Lyman Beecher Lectures before Yale Divinity School for 1888. By H. Clay Trumbull. Editor of *Sunday School Times*. Philadelphia: John D. Wattles.

Tales of King Arthur and his Knights of the Round Table. By Margaret Vere Farrington. New York: G. P. Putnam's Sons. \$2.00.

Indiana—A Redemption from Slavery. By J. P. Dunn, Jr. Boston: Houghton, Mifflin & Co. \$1.25.

The Advance-Guard of Western Civilization. By James R. Gasmore. New York: D. Appleton Co. \$1.50.

Stories of Persons and Places in America. By Helen Ainslie Smith. Illustrated. New York: George Routledge & Sons. \$1.50.

A History of Greece. By Evelyn Abbott. M.A., LL.D. New York: G. P. Putnam's Sons.

Universal Language. By Alexander J. Ellis, F. R. S., a vice president of Philological Society, London.

Jewish Mythology as Applied to the Coming of the Messiah. By Thos. F. Page, Laconia, N. H.

Annual Catalogue of Assembly Lecture Bureau, Cincinnati, O. Season of 1888-89. J. L. Shearer, manager.

Bulletin of Agricultural Experiment Station, Cornell University, II. August, 1888.

Senate Document, No. 3,329. Submitted by Mr. Chace, July 19, 1888. A report of pre-ent classification of mail matter and rates of postage.

Graded Course of Study for Shelby County Normal Institute, Harlan, Iowa, August 6, 1888. Freeman Swift, county superintendent.

Live Topics in Education. No. 1. Ought Text-Books to be Supplied Gratuitously to all Children in the Public Schools? By Homer B. Sprague.

Catalogue of Acary Normal Institute, Charleston, S. C., 1888. Morrison A. Holmes, principal.

Publications of the University of Pennsylvania. Political Economy and Public Law Series. No. 8: Ground Rents in Philadelphia, by Edward P. Allinson and Boies Penrose, members of the Philadelphia bar.

Minutes of the General Assembly of the Presbyterian Church in the United States, 1887. Philadelphia: Presbyterian Board of Publication.

Annual Report of the Trade and Commerce of the City of Duluth, 1888. Duluth Chamber of Commerce, Hon. M. R. Baldwin, president.

Proceedings of the McCracken County Colored Teachers' Institute, August, 1888. Prof. C. H. Brooks, conductor.

Plan of Proposed Academy and High School, Saco, Me. Calvin Stevens, architect, Portland, Me.

Forty-second Annual Meeting of the Connecticut State Teachers' Association, October, 1888. C. L. Ames, president.

Department of Public Instruction, Territory of Dakota. Circular No. 16: Pertaining to Institutes. By Board of Education.

Speeches by Warner Miller, No. 1. Chart of Elocutionary Drill. T. B. Browning, M.A. (From the proceedings of the Canadian Institute.)

## CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of the Durango (Colo.) Schools. J. H. Smith, Superintendent.

The Common School Laws of Kentucky, 1888. Edited and published by Hon. Jos. Desha Pickett, Superintendent of Public Instruction.

Annual Catalogue and Circular of the Harrisburg, (Va.) Graded School. Chas. G. Maphis, Principal.

## MAGAZINES.

Senator Morrill contributes to the January *Forum* a paper on that subject, that is uppermost in the minds of Americans, "The Annexation of Canada." Apropos of the Sackville West incident, President Angell has prepared an historical review of the recalling and dismissing of ministers of our government, and by it, James Parton writes of "Defeated Presidential Candidates." Leonard Woolsey Bacon treats of pension legislation under the title of "A Raid upon the Treasury."—The *Popular Science Monthly* for January has among other articles: "The Guiding Needle of an Iron Ship," by Lieutenant Commander T. A. Lyons, U. S. N.; House drainage from Various Points of View," by John S. Billings, M.D., U. S. A.; "Town Life as a Cause of Degeneracy," by G. B. Barron, M.D.; "Genius and Talent," by Grant Allen; "Science and its Accusers," by W. D. Le Sueur.—In looking over the attractive pages of the January *Magazine of Art*, we find a description of "Salisbury Hall," "Liverpool Corporation Collection," "Expressions in Drapery," and a full-page engraving of Homo Thornycroft's statue of Gen. Gordon, erected in Trafalgar Square. The frontispiece is a spirited photograph by H. Canton Woodville, called "Saving the Gun at Mainwaird."—The *Magazine of American History* for January has "Historic Homes and Landmarks," a description of Washington Heights, New York; "Winters in Quebec," "Revolutions in Spanish America," "The Will of the People," "Slavery in New Hampshire," and "The First Theatre in America."

## The Sunny Side.

Enough has been written on the subject of consumption to make even a well man morbid and apprehensive.

But this has all been in its discouraging aspect.

Now, we are led, or more exactly speaking, Compound Oxygen urges us to say cheerful things.

However, better than all we can possibly say, are the words of our patients, or we might say, our ex-patients, for they are relieved or cured now.

Observe the comfort and encouragement in the following brief extracts.

PORTAGE, WIS., Jan. 30, 1888.

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H. D. JAMES.

LITTLE ROCK, ARK., March 20, 1888.

"I am happy to inform you that I am of the opinion that your Compound Oxygen saved my life."

MR. J. T. BAILEY.

NASHUA, N. H., Feb. 14, 1888.

"I commenced your Compound Oxygen Treatment the last of August, 1887, and was happily surprised to find that at the end of one month I was almost entirely relieved."

MRS. S. K. DAGGETT.

ATHENS, OHIO, Feb. 29, 1888.

"The effects of the Compound Oxygen Treatment in my case were wonderful. I feel very confident that I owe my life to the Compound Oxygen."

MRS. M. E. WARDEN.

For further information regarding Compound Oxygen, send for our brochure of 200 pages, containing the full history of the treatment and a record of cures in some very interesting cases. The brochure will be sent free of charge, to any one addressing DR. STARKY & FALEN, 1339 Arch St., Philadelphia, Pa.; or 311 Montgomery St., San Francisco, Cal.



NOW READY

THE

NOW READY

# TEACHERS' PSYCHOLOGY

By PROF. A. S. WELCH, Iowa Agricultural College, Ames, Iowa., formerly Pres. of the Mich. Normal School, Cloth, 12mo, 300 pp. Price, \$1.25; to teachers, \$1.00; by mail, 10 cts. extra.

There are two great reasons why every teacher in the country should buy this book:

(1.) **Educating** is a psychological business. The teacher is doing a psychological work. Hence the need of the study of the mind and its workings. This is being done now by thousands of teachers. Many have purchased Dr. Allen's little book called "MIND STUDIES FOR YOUNG TEACHERS," or Dr. Welch's "TALKS ON PSYCHOLOGY" (50 cts. each). This book will lead them further on.

(2.) This book is written by one, who as a teacher, institute conductor, president of a normal school (Mich., 15 years), president of college (Iowa, for many years) has shown himself to be a thoughtful student of education. He has made the volume one that will aid the teacher in carrying forward the school-room work in accordance with mind laws. So great has been the interest created that 1,000 COPIES HAVE BEEN ORDERED IN ADVANCE of publication. One lady in New York State orders 17 copies. As many subscribers are making inquiries on psychological points, we feel certain that they will find this book just what they want. And hence we make this

## REMARKABLE OFFER:

Cut this Blank out and fill it out carefully and return to us.

188

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"Edward, why do I hear that you have disobeyed your grandmother, who told you just now not to jump down these steps?"

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In the West End.—Small Boy (to lady visitor)—"Do you live in a glass house?" Lady—"Of course not. I live in a brick house. Why do you ask such a funny question?"

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Lady (wonderingly)—"Yes." Small Boy—"Well, after you went away mamma was talking about it, and said something about people that live in glass houses—throwing rocks, and I thought it was mighty funny if you lived in a glass house, 'cause I never saw one in Washington."

Absent-minded business man to office boy: "William, go up to my house and tell Mrs. Jones I have again forgotten my watch. Bring it back with you." He pulls out his watch and continues: "Now, William, it is nine o'clock; be back at ten."

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